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The Public Communications Service

An Urbanarium Program to Assist Community
Groups With Improved Communications

by

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Candidate for the Master of Fine Arts
in the College of Fine and Applied Arts
of the Rochester Institute of Technology

June 6, 1974

Advisor: R. Roger Remington

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I wish to thank the Urbanarium staff and consultants for their assistance and support in this effort to develop a Public Communications Service program.

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This thesis is organized in three parts. The first deals with the plan for the Public Communications Service Unit of the Urbanarium. Included in this section, are the problems encountered by community people and students in the area of communications, the objectives of the program, and the process by which the program will operate. The thesis also concerns itself with the creation of an identity program including a logotype, its application, and a basic grid for forms that will be developed later in the program. Finally, I will present a prototype program developed for the Rochester Association for the United Nations.

The History of the Program

The purpose of this thesis is to organize a Public Communications Service program in conjunction with the Urbanarium at the Rochester Institute of Technology. (For more information on the Urbanarium see Appendix I) The basic premise of the PCS program is to meet the needs of Rochester area community groups, in the communication field, by utilizing the talents and knowledge of design students at RIT and at the Rochester Area Colleges, while at the same time enabling community groups to gain a basic understanding of techniques and terminology in the communications field. The idea for this type of communications program was first introduced to the Urbanarium Steering Committee in the fall of 1973, by R. Roger Remington, Coordinator of Urbanarium Planning. He included in a planning program suggestion

packet, materials on the Public Advertising System, at the School of Visual Arts, in New York City. In this program, a class was formed at the school, where students designed advertisements and communication pieces for community organizations in New York City. Upon reading this material, and becoming involved as a planning associate in the planning phase of the Urbanarium, I decided I would like to become involved in the development of a program of this type in the Rochester area. The opportunity presented itself to achieve this ambition when it became evident that community groups have a need for help in the area of communication. Thus it became an important Urbanarium concern, and a viable program to develop in this area.

To become familiar with what is involved in setting up a program of this type, Stanley Skinner, former Executive Director of Northeast Area Development, and presently Community-Administrative Coordinator of the Urbanarium, and I went to New York City and talked with the chairman of the Media Arts Department of the School of Visual Arts. It became apparent, that the program at the School of Visual Arts, was aimed exclusively at student participation. The community group for whom the designing was being done was in essence a client and the only learning experience taking place in the program was on the part of the students. This type of program was not in keeping with the basic philosophy of the Urbanarium, which is a two way learning process between the academic and community constituencies of the greater

Rochester area. To bring about this exchange, a component had to be built into the program so that it became as much a learning experience for the community participants as it would be for the students. New objectives had to be developed for the PCS program to insure the complete participation of the community person as a learner, not just a spectator.

The Rationale for the PCS Program

Before the objectives of the program could be stated, it was necessary to set down the problems that would be alleviated by a program of this type. What are the needs of community groups in the areas of communications, and what are the needs of students in the design field? Could one help the other solve problems?

Problem: Most citizen organizations lack the ability to communicate effectively with their constituencies. Moreover, most groups have a difficult time in communicating with people outside of the group who may have a role in the future of the group. This lack of communication can lead to no communication at all, or miscommunication, which can result in resentment, alienation, and overall ineffectiveness on the part of the group.

Problem: Many community groups lack access to professional help in the communications area. Design consultants, printers, etc. are beyond

their reach because of lack of finances.

Problem: Most community groups lack the ability to communicate effectively with communications professionals. This lack of communication is directly related to a lack of basic knowledge of design, printing techniques and terminology.

Problem: Most community people feel they cannot understand a total communications system. They feel intimidated when speaking to a communication's professional.

Problem: There is a lack of access to communications equipment for most community groups in the area. If equipment could be found, most community groups lack the technical skills to operate such equipment.

Problem: Undergraduate and graduate design students are asking for real problems. They want to see how their ideas work in the outside world and to actually apply their theoretical knowledge. In a school whose philosophy is to teach its students professional communication skills, it is necessary for the students to begin applying their knowledge in the real world before leaving school.

The Objectives of the PCS Program

Faced with these problems it was now possible to write objectives for

the PCS program. Four objectives were articulated for the program. It was very important that these objectives be realistic and obtainable. Nothing is more frustrating or demoralizing than promising results and then not being able to deliver them.

Objective: To develop basic skills and techniques in the communications field for the community group participant. A series of six seminars will be held for community people participating in the PCS program. Included in this series, several seminars will concern technical communications skill development. At the conclusion of the seminars, a community person will be able to identify and operate simple media equipment. He will be able to operate a 35mm camera, a Xerox copier, a mimeograph machine, and other small communications equipment. He will also be able to prepare camera-ready mechanicals. Instruction in the operation of slide projectors and cassette tape recorders will also be included in the program. All this equipment will be available through the PCS program and after completing the six week seminar, a person may borrow this equipment from the PCS for his group's use. He will have a knowledge of other resources offered in the Rochester area by places such as the library, Ad Council, etc. He will become familiar with communication terminology, such as identity programs, type specification, etc., in order to enable him to more easily relate and communicate with professionals in the area.

Objective: To develop problem solving applications of technical skills acquired in the seminars. In addition to seminars on technical skills in the communications field, community participants will take part in sessions on "Understanding Communication Systems." The community participant will be made aware of the importance of design in relation to good communications, and the time/money benefits involved. He will analyze his own communications problems. After finishing the seminar series, he will be able to assist other community groups with their communication problems.

Objective: To produce the communications piece originally proposed by the group. The community participant will work closely with a design student in the production of the communications piece, thus enabling the student to experience a client/designer relationship before leaving school. The student will be a teacher as well as a designer. Together they will work out the problem, the student at all times being directed in his design work by his faculty advisor. The community person will have a chance to see problem solving theory applied to a particular situation, while at the same time he will follow an actual process of work from concept to the finished piece. By following this process with the student, and attending the seminar sessions, the community participant will have a better understanding of the process and theory involved in developing an effective communications piece.

The student and the community participant will evaluate the performance of the communications piece with the help of the PCS director.

Objective: To give design students an applied experimental learning experience. Students in the field of design and other related fields will be designers, teachers, resource personnel, etc. in this program. They will apply their communications theories to real problems in the community, while at the same time they will gain work experience that will ease the transition from school to a professional career. Graduate students in the Department of Communication Design will be teaching the seminars in the program. The students will also be able to add printed pieces to their portfolios.

The Process of the PCS Program

In accordance with the structure of the Urbanarium, the PCS program will be directed by a program development team whose members shall hire a program director. The main responsibility of this individual will be to administer the program. The program development team will be composed of faculty, students and members of the community. It will be their task to set up guidelines as to what projects can realistically be administered by the PCS program. This would depend on the number of students available for the program, already assigned class projects, and the availability of space and equipment. Upon

learning about a group that wants to participate in this program, the program development team would contact the group and fully explain the program. If the communications piece needed by the group can be produced, and if the group agrees to send a participant to the seminar series, then the PCS development team would assign a student and faculty member to work with the community person on his group's problem. The persons involved would agree on meeting times, etc.

While the actual design work is done by the student, the community person will have close contact with the student so that he may follow the process from beginning to end. It is hoped that by the time the communications piece is produced, the community person will not only have an effective communications piece for his group, but he will also have an understanding of the processes, both creative and technical, that were applied to make that piece a reality.

The Status of the PCS Program

At this point in time, it seems likely that the program will begin actual operation in September 1974. During this summer the seminars will be organized, forms and brochures will be designed, and community groups will be notified of the program. At the moment a proposal has been submitted for a Title I Federal grant for the PCS program. This proposal explains the program in great detail and is included as Appendix II.

There is evidence of a real need in this community for a program of this type. A great deal of a community group's effectiveness relies on the quality of its communications to the community and it follows that if the communications of a group can be improved, the effectiveness of the group increases in meeting its objective.

Development of an Identity Program for the PCS Program

As part of this thesis, an identity program was developed for the PCS program. It includes a logotype, a three line statement about the program (relating it to the Urbanarium), which is used in conjunction with the logotype, and a basic format for the many forms that will be needed for the program. A logotype was decided upon as a mark for this program because it was becoming increasingly obvious that the program was becoming known as the PCS program, and thus it was to the benefit of the Urbanarium to perpetuate this movement by designing an identity that would reflect and encourage this image for the program. By designing a logotype, which uses the actual letters of the name of the program, as opposed to a symbol which is an abstract graphic representation of the program, the public could more easily identify the program as the PCS program of the Urbanarium. Thus when a person sees the PCS mark on a communications piece he can contact the Urbanarium office and inquire about the PCS program by name.

The Logotype

The function of the logotype, and its application had a great influence on its design. As stated before the PCS letters were used to identify the program to the public. Appearing with the logo will be the short statement "An Urbanarium program to assist community groups with improved communications." Since the mark will appear consistently on all pieces produced by the program, it was necessary to design it so that it wouldn't interfere visually with any material on which it appears, yet at the same time, it must be recognizable, legible, and noticable. Because the mark may appear on anything from brochures, posters, and billboards, to television and films, it must reproduce well in any medium at any size.

The design is based on the letters "pcs" which are all lower case and are constructed on circles. There is a ligature between the p and c and s which allows the mark to flow with the lines of the circle. The p and c share part of the circle and this portion of the line determines the width of the line for the rest of the mark.



The ligature of the c and the s determines the baseline for the mark and it balances the vertical stem of the p with the horizontal line

of the ligature. The logo may be used in the negative or positive, as illustrated in Appendices III and IV at the back of the thesis book. The mark should be kept clean with no borders, etc., added to it. It should be printed in black whenever possible.

The Relationship of the Mark to the Statement

The statement will always appear in helvetica type. This typeface is easily read, it blends well with the mark, and it will not distract from any other typeface used on the piece. The statement will always appear in three lines as follows:

An Urbanarium program
to assist community groups
with improved communications

The position of the type, when possible, will be flush left with the stem of the p in the mark. (See Appendix V) The type should appear underneath the mark, however there will be some exceptions to this positioning, since there is no way to foresee all the ways that this mark will be applied. If in the opinion of the designer, the relationship of the statement and the mark should be changed then he should check with the PCS director. For most pieces though, the defined application of the mark and statement will work. An example of a possible variation may be seen in Appendix VI. This advertisement was produced by the School of Visual Arts and I replaced their PAS mark with the PCS mark to illustrate its use. In Appendix VII on the back of the

brochure produced for the Rochester Association for the United Nations, the defined application of the mark and statement is applied.

The Form for the PCS Program

Because there will be many forms and questionnaires relating to this program, it was decided to design a basic grid from which all the PCS forms will be designed. The grid is based on 9/10 helvetica type. The top part of the form includes the PCS mark along with the Statement, the full name of the program, with the Urbanarium's address and telephone number. Under the rule line appears the name of the form, in this case the Equipment Loan Form. Under the next rule line are the instructions for completing the form. The actual questionnaire begins under the next rule line. Thus a person has all the information needed right on the form and if he has any problems he can easily get in touch with the PCS director at the Urbanarium office. On the forms the PCS mark will appear in the RIT standard brown, PMS 167., thus relating the form and mark to the Urbanarium stationery. A comprehensive sketch proof of this form is included in Appendix VIII.

The Prototype Program for the PCS Program

As part of this thesis a prototype program was developed. The Rochester Association for the United Nations contacted the Department of Communication Design in search of a student to design a poster and brochure. I decided to approach this problem as though I were working out of the

operational PCS program. I wanted to get a community group's reaction to a program of this nature. In my initial meeting with the director of the program, I explained the PCS program and asked her to fill out an initial questionnaire that I had developed at that point. (The questionnaire is Appendix IX in the thesis book) She gave me excellent suggestions for changing the questionnaire as well as an objective appraisal of the program. The group was totally enthusiastic about the program and felt that there was a real need for a program of this type in the Rochester area. She also invited the Urbanarium staff to a board meeting of RAUN to show a slide/tape presentation about the Urbanarium program and explain the program more fully. The reactions of the group were very positive to both the Urbanarium and the PCS program. This prototype program was a valuable experience for me in the design and early evaluation of the PCS program, for it enabled me to work with the community people to whom this program is directed. It enabled me to gain more of an insight as to the community person's expectations to a program of this nature.

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APPENDIX I

What is the Urbanarium?

The Urbanarium is a new concept in education, community development and interaction for the greater Rochester area. The Urbanarium will bring together the energies and commitments of citizens, institutions, faculty and students to respond to the needs and problems of today's urban society. With the goal of improving the quality of life, the objectives of the Urbanarium shall be to develop an informed and competent citizenry with the ability to grapple with such contemporary urban problems as housing, transportation, pollution, crime, and a host of others. The Urbanarium is an imaginative way to create a new kind of classroom for citizenship education that will stimulate constructive community involvement. The classroom will extend from formal school settings to the city street, the business plant, the church basement, the television set, and the organization meeting hall. Opportunities for learning will embrace students of 18 and 65, suburbanites and urban dwellers, professionals and factory workers, college graduates and those with modest schooling. Many segments of the community will find within the Urbanarium concept opportunities for interaction and the realization of goals, which may range from the voicing of concerns of minority groups to the study of public issues to pondering alternative futures for the metropolitan Rochester community.

What is the Present Status of the Urbanarium?

The six-month planning phase for the Urbanarium began July 1, 1973. An interdisciplinary team of faculty, staff, and students together are developing a plan for

operation which will include 1) identifying community needs, 2) developing criteria for program selection, 3) recommending appropriate program methods, 4) making optimum use of communication and educational resources, governing that is responsive to community and institutional needs. This planning team is responsible to a steering committee comprised of community leaders and RIT representatives; the steering committee, in turn, is accountable to the RIT Provost, President, and Board of Trustees. The operation of the Urbanarium is expected to begin on January 1, 1974.

How Will It Work?

The Urbanarium initially is funded by the W. K. Kellogg Foundation and will function through the colleges and services of the Rochester Institute of Technology. A program council under the guidance of a community council will provide coordination. To support and complement these efforts, there will be participation by the member institutions of Rochester Area Colleges, Inc. and by the staff of interdisciplinary units of the University of Michigan.

How Can I Get Further Information?

The Urbanarium planning staff welcomes communication with interested persons or institutions. Inquiries can be sent to R. Roger Remington, Urbanarium Planning Director, c/o Department of Communication Design, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York 14623.

Planning For Urbanarium Underway; Programs To Start After January '74

The planning phase now is underway for the Urbanarium, a new project initially sponsored by Rochester Institute of Technology to stimulate community interaction and involvement in contemporary urban problems. RIT has received a \$262,000 grant from the W. K. Kellogg Foundation to launch this innovative approach to citizenship education with its focus upon metropolitan issues in the greater Rochester area.

The first series of Urbanarium programs are expected to begin operational development after January, 1974. The Urbanarium planners expect that many facets of the regional community will contribute to the development of the project, so that it eventually will become a broad-based community-sponsored effort. Funding will be sought to supplement the core funds from the Kellogg grant to develop a wide variety of educational programs, ranging from seminars and courses to simulation games and multi-media presentations. The objectives of the Urbanarium offerings will be to articulate the issues involved in urban problems and to stimulate a public awareness of these issues that will provide a catalyst for constructive action.

Newsletter Will Keep You Posted on Urbanarium Planning

This is the first in a series of four monthly newsletters to be published during the planning phase of the Urbanarium to tell you about the progress of this exciting, new project. The planning staff encourages community involvement in preparing for the Urbanarium and welcomes communication with those who may wish to share ideas for programs or who may want further information. Inquiries can be sent to R. Roger Remington, Urbanarium Planning Director, c/o Department of Communication Design, College of Fine & Applied Arts Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York, 14623.

Urbanarium Steering Committee Meetings Open to Public

The meetings of the Urbanarium Steering Committee and Planning Staff are open to the public. They are conducted in the Henry Lomb Room, RIT College of Business, 4th Level of Administration B Building. Meeting times can be obtained by calling (716) 464-2938. Gene DePrez, Chairman of the Urbanarium Steering Committee, urges any interested citizens, faculty, staff, and students to attend the meetings.



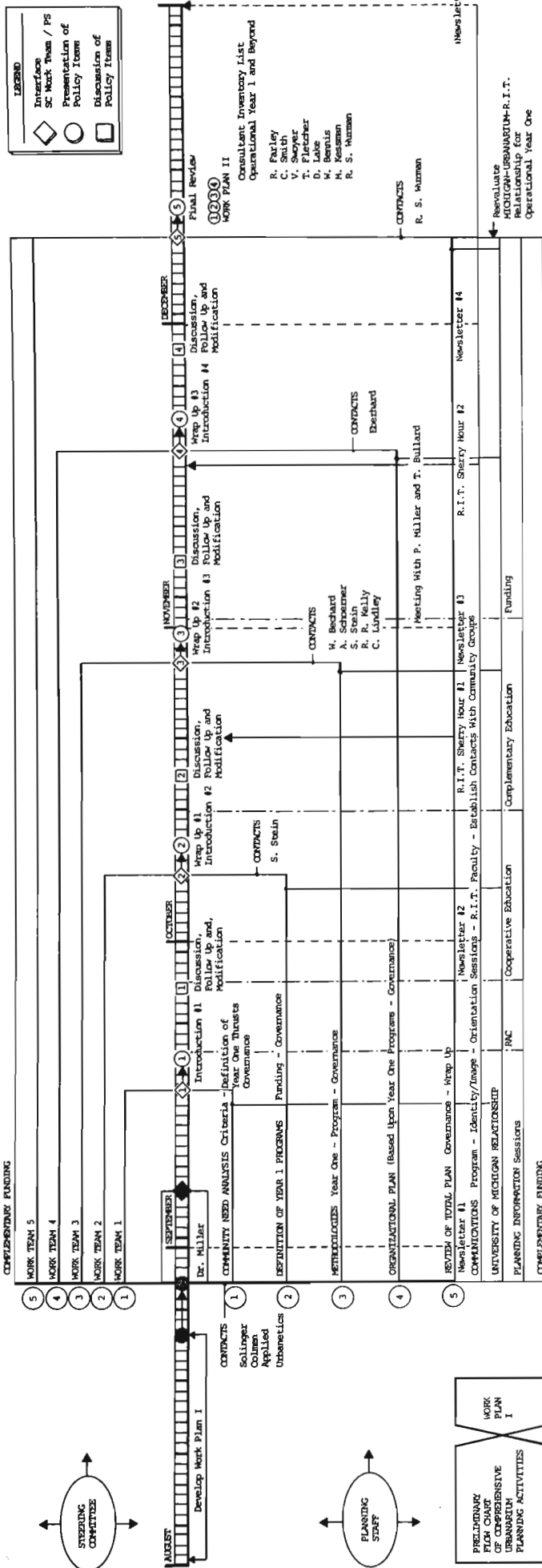
The Urbanarium is a metropolitan concept for the greater Rochester community. The geographic area is largely shown in this photograph taken by the NASA ERTS-1 Satellite from an altitude of 568 miles. The City of Rochester is located at far left center.

Photograph courtesy of NASA.

Planning Phase Has Five Stages

The Urbanarium planning staff has created five work teams with separate and linking responsibilities to develop programs for the first Urbanarium year, beginning in January.

The first team, directed by Ronald Hilton, is undertaking a community need analysis to identify general categories of community need and to establish communications with a wide range of sectors -- planning agencies, community organizations, single-purpose organizations and ethnic and minority groups. A major goal of this team is to set up an on-going process by which the Urbanarium staff can feel the pulse of the community and to develop programs which will respond creatively to the voiced needs and issues. After interviewing representatives of community groups, the team will draft criteria for specifying particular needs and for selecting and governing programs in answer to the needs.



Community Need Identification Completed In First Urbanarium Planning Phase

The first Urbanarium programs are slated to begin early next year, and planning for them now has gone into its second phase. The first phase produced assessment of community needs which will be used in current phases to identify program issue areas and actually to develop the Urbanarium programs for 1974.

The Urbanarium project, an innovative concept for citizenship education related to metropolitan issues, is being funded by a \$262,000 grant to Rochester Institute of Technology by the W. K. Kellogg Foundation, to launch the first three operational years of the Urbanarium. Planning for this ambitious project is being undertaken by representatives of a wide variety of community sectors in conjunction with RIT staff. It is expected that eventually the Urbanarium will evolve into a broadly based, community supported effort reflecting the on-going needs and concerns of the greater Rochester community.

As a first step to comprehensive planning for the Urbanarium, Team I, under the direction of Ron Hilton, has provided Team II with a synthesis of community needs for use in developing specific program subjects for next year's Urbanarium. The members of the first team in their final report stressed that the identification of community needs must be an on-going, community-sensitive process if the Urbanarium is going to meet its objective of providing up-to-date information to citizens about pressing urban issues. Urbanarium planners must feel the pulse of the community -- to find ways to gather perceptions of needs by ever wider constituencies in the Rochester community.

Many Groups Polled For Needs Analysis

In preparing an analysis of community needs, the team contacted about 38 different groups to poll them about their perceptions of need. Included in these groups were planning agencies, community organizations, business and industrial representatives, students, ethnic groups, research centers, city and county government, planning offices, scientific and environmental communities and single-issue oriented organizations.

In their task of assigning priorities to needs voiced by the participants in the poll, team members were primarily concerned with the frequency with which needs were cited and the relative importance attached to these needs by respondents in the survey. Another major consideration was the potential for the needs mentioned by various groups to have impact upon the community, as well as the potential for the needs to be met in other ways if the Urbanarium staff decided not to deal with them.

After assigning these criteria to various needs mentioned in the poll, Team I developed a catalogue of 133 needs which were divided into eight broad categories: Educational Systems; Transportation Systems; Government; Human Interaction; Health Systems; Environmental Issues; Development; Planning and Education; and Arts, Leisure and Recreation.

Team director Hilton stressed that the role of the Urbanarium is to provide an educational process for people to better understand alternative choices relating to public issues rather than to advocate any one particular course of action. As the operational year Urbanarium programs are developed from these needs considerations, every effort will be made to provide the participants and the constituencies with comprehensive, multi-faceted approaches to those issues.

Educational Systems - In the list of needs in this category, one of the most often cited was for college courses to be offered at dispersed locations in the city and county, to meet the special needs of diverse populations. Many persons voiced the need for more extended and comprehensive programs for placing student interns in well-supervised situations in the community. Skills training for community organization leadership is needed, as is the fostering of the integration of minorities into educational institutions.

Transportation Systems - The need for an analysis of inadequate transportation systems to provide inexpensive and convenient mass transit for city residents was frequently mentioned. In conjunction with the development of mass transit, the team cited a need for increased neighborhood planning and understanding of neighborhood planning by the community.

Housing Systems - One of the most pressing urban issues is that of Housing. Team I identified a need priority for the overcoming of the lack of low and middle income housing, especially the lack of balanced housing in the suburbs. Many community groups said that more middle-market-rate housing needs to be constructed in the city, and people need to be acquainted with the necessity for long-range planning to meet metropolitan housing needs. There also is a need for training for community leadership in areas of land-use planning, housing management, skills, zoning and property conservation.

Government - Citizen education on how government works, including the functions of regional planning bodies and authorities, was assigned a major priority of need. Other priorities mentioned in the public sector include increasing of middle-income housing in the city, decentralization of some government functions to provide greater local control, and efforts to achieve centralization and metropolitan approach to governmental functions to harness metropolitan resources to solve regional problems.

Urbanarium Update: Team II Defines Program Criteria

Planning Team II now has completed its work in the five-phase schedule of readying the Urbanarium for operational status in 1974.

The major tasks of this planning team have been to establish criteria for choosing Urbanarium programs and to define specific urban issues for the first year's programs.

Among the criteria for evaluating proposals for Urbanarium programs, one states that programs must focus on significant issues identified by community constituencies. (Team I surveyed about 40 different community groups to identify and catalog needs.) Specific needs in the community should provide the focus of primary programs, as well as indications of substantial interest and commitment within both the community and educational sectors.

Each Urbanarium program must be directed to an identifiable citizen population, and it should have one or more of the following objectives:

1. Communicating information about significant public issues with particular concern for presenting alternative solutions to problems.
2. Providing skills training in areas ranging from technical skills training to civic competence.
3. Providing forums for clarification of issues.
4. Facilitating interaction between or among constituency groups.

In addition to general goals, programs will have stated operational objectives, will function for a specific time period and will be cost efficient.

Four key issue areas selected by Work Team II to recommend for Year One programming are Transportation, Environment, Health, and Housing. The team members decided on these four issues after reviewing a synthesis of the community need analysis undertaken by Team I.

"These four issue areas are extremely relevant to the metropolitan Rochester area in terms of timeliness, public interest, and immediacy of need," said John Bozza, Team II director. In preparing its recommendations for further program development relating to each of these issues, the team members offered a list of needs voiced by various groups in the community and a typology of constituency groups expressing the needs.

The report on the issue area of Environment, for example, lists six needs by the community, ranging from providing information to the public about the energy crisis to investigating the control and prevention of pollution--water, air, noise and solid waste--in the Rochester area. The typology of constituency groups includes government staffs, agencies and officials, citizen organizations, business and industrial organizations, and directly related constituencies involved in environmental issues -- industries, land developers, ecologists and others. Program implementation teams will be able to select issues from this detailed report for primary Urbanarium programs.

Colmen Aids Planning Staff Define Goals, Objectives



Dr. Joseph G. Colmen, former Director of the Urban Center Curriculum Project of Columbia University, is serving as a consultant to the planning staff in its efforts to define goals and objectives for Rochester's new Urbanarium.

Now President of Education and Public Affairs, Inc., Washington, D.C., Dr. Colmen served as Deputy Secretary for Education under John Gardner in the U.S. Department of Health, Education and Welfare. He received a citation from the Secretary for Leadership in Education in connection with his work as a member of many task forces and committees dealing with manpower training, the Teachers' Corps., financing, education of the disadvantaged, development of professionals and para-professionals, and educational personnel.

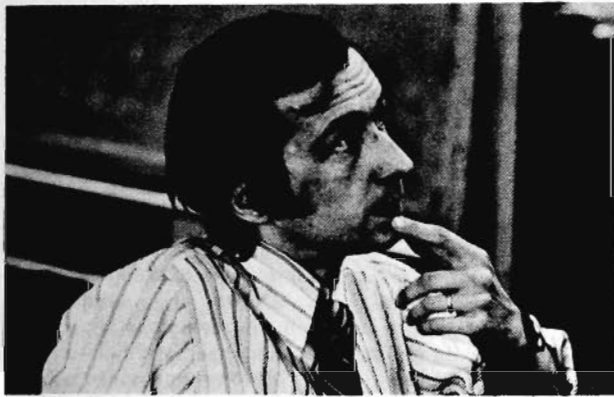
In a preliminary report to the planning staff, Dr. Colmen articulated the identity of the Urbanarium as "a concept, a mission, a purpose for improvement in the overall quality of life for all citizens of the Rochester metropolitan area." He envisions the Urbanarium as "an impartial convener, a springboard for constructive change,



Donald Bruening, Professor in the School of Photographic Arts & Sciences, RIT, commented that the Urbanarium should seek to guide various community constituencies "so they can carry the ball and solve problems, not guide the program itself." He likened the Urbanarium to a terrarium that provides the nature and environment where growth can take place.



Rich Andrews, a junior majoring in Photographic Products Marketing, says the Urbanarium offers students learning experience plus opportunities to become more aware of urban problems. "These students are future businessmen, and they need to know about the problems of communities," he added. He is serving on the Steering Committee as the representative of the RIT Student Association.



Stanley Skinner, Community Organizer for Northeast Area Development Corporation (NEAD), sees the Urbanarium's task, in part, as to address the needs of community institutions in relation to public issues. Here is an unusual opportunity, he said, to bring the resources of educational institutions to bear upon community organizations that need access to facts and other resources, to enable these groups to carry out their purposes.



Barbara Brecher, a graduate student in Communication Design, is developing plans for a Public Service Communications Program, whereby students would assist community organizations with their needs for designing communications devices and programs.

Students Are Part of Urbanarium Planning

In keeping with the concept of the Urbanarium as a mechanism to stimulate student involvement and experiential learning through working with metropolitan problems, several RIT students are members of the Steering Committee and are actively involved in the Urbanarium planning process.



One such student is Lon Foster, a graduate student in Communication Design who is writing his Master's degree thesis on simulation gaming and the graphic designer. He considers that the Urbanarium can provide students with important opportunities to gain practical experience in their chosen fields. "Too many people come out of college without enough experience to enter business," he says.

Design Seminar to be First Urbanarium Program

The Urbanarium view of design as a process will be the focus for one of the first adjunct Urbanarium program efforts. A Design for a Greater Rochester Community Seminar will be held in Rochester on Friday, March 29 at the RIT Metropolitan Center from 9 to 12 a.m.

This seminar intends to present a thrust for governmental leaders of the Rochester area that is similar to the First Federal Design Assembly, "The Design Necessity," held and sponsored by the Federal Council on the Arts and Humanities under a grant from the National Endowment for the Arts. This Assembly directed the design process to Federal Government needs and applications.

The Rochester Seminar is being co-sponsored by the Urbanarium in conjunction with the Arts Council of Rochester and the Department of Communication Design, College of Fine and Applied Arts, RIT.

A presentation on the First Federal Design Assembly, will be made by Lani Lattin, Executive Secretary of the Federal Council on the Arts and Humanities. The program also will include several presentations by design professionals: Visual Communications by Professor Rob Roy Kelly of the Department of Graphic Design, Kansas City Art Institute; Interiors/Industrial Design by Professor Craig McArt, Chairman, Department of Industrial/Environmental Design, RIT; Architecture by William Burwell of Rochester; Landscaped Environment by John Wacker of Waltham, Massachusetts.

Roger Remington, Director of Urbanarium Planning and a member of the Seminar planning committee, said that the seminar will reaffirm the emphases of the Federal Design Assembly. Two such emphases are that there are sound, proven criteria to be applied in judging design effectiveness and that design is an urgent requirement, not a cosmetic addition.

Harmonious with this view of design as a process are the beliefs that design can save money, time and enhance communication between people. Design can simplify use, manufacture and maintenance. The necessity for design is seen in projects ranging in scale and complexity from a postage stamp to a national highway system. The absence of effectiveness in design can be hazardous and bring on costly consequences of design by default.

Remington noted that designers and Government are committed to the same basic goal of performance on any given project, so that effective design of public services may be considered itself an essential public service. He voiced the hope that the seminar will stimulate a new awareness and sensitivity to the design process by local government policymakers to the end that subsequent evidence of design excellence will be present in our surrounding environment.

Planning Period Draws to Close; First Urbanarium Year Opens Soon

The planning phase for the Urbanarium has been completed with the submission of a planning report and a first year plan of work to RIT President Paul A. Miller, Provost Todd H. Bullard and the W. K. Kellogg Foundation. Kellogg provided a \$262,000 grant to assist in the first three years of the project. The report prepared jointly by the Urbanarium planning staff and Steering Committee summarized the intensive efforts of the past six months to develop comprehensive plans for the Urbanarium with its creative, new shared concept of community interaction for citizen education on contemporary metropolitan issues.

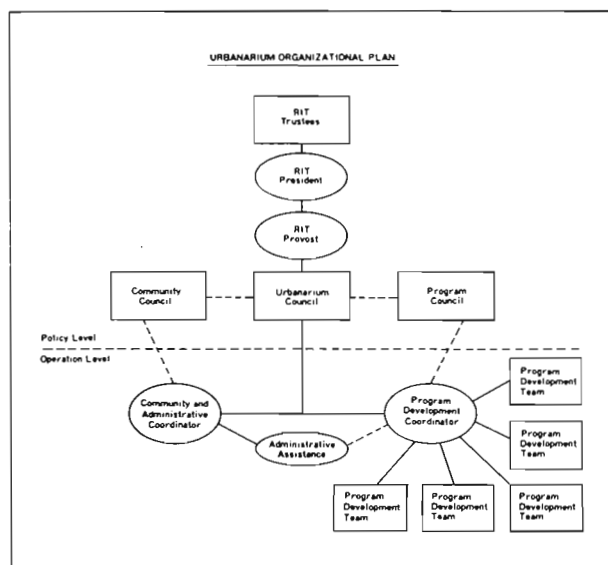
The first operational year for the project will begin as soon as staff members are selected, and in February the first programs will be developed within the guidelines and framework mapped out during the planning period.

In completing its work the planning staff and Steering Committee have fulfilled the charge given to it by RIT and the funding sponsor to define the identity and purpose of the Urbanarium, to establish processes for program development and to design an organizational structure and methodology for operation. The planners have focused upon reinforcing the concept of the Urbanarium as a community effort, in every aspect of the project. Those involved in the planning process view the Urbanarium as an opportunity for academic institutions to enter into an innovative partnership with the wider Rochester community. It is hoped that what begins as a project sponsored by RIT gradually will evolve during the first three years of its operation into a broad-based community effort in cooperation with Rochester Area Colleges, a consortium of the 15 colleges in the Genesee Valley region.

The project will offer learning and interaction opportunities for a wide variety of groups about metropolitan problems. In addition to the focus on the study of problems and their options for solution, the Urbanarium will provide for the continuing education and training for citizens and groups of the processes and skills involved in problem identification and solution.

Educational and communications materials and techniques to be used include exhibits, simulations, games, seminars, libraries and media production.

The Urbanarium will encourage maximum interdisciplinary cooperation within academic institutions and community organizations. It is hoped that various constituencies will discover their common interest and work cooperatively on selected problems.



Urbanarium Organizational Structure: A Partnership of Shared Governance

One unusual aspect of the Urbanarium is its concept of a sharing of interests, opportunities and responsibilities between the community and educational institutions. This concept requires an innovative type of governance to accomplish the goals of shared approaches to community problem-solving. In addition, program development and implementation should reflect the involvement of all community sectors--faculty, staff, students and organizational representatives. To achieve this broad participation, three interrelated advisory and policy councils will give direction to the Urbanarium.

The Community Council

The Community Council, composed of 18 members, shall assist in identifying the needs of the local community and shall refine established Urbanarium priorities. This Council will be responsible for insuring that proposed programs closely relate to important community needs. It will identify 2nd rank issue areas to be addressed and will assist in finding community resources.

The Program Council

The Program Council's nine members will evaluate issue areas and alternative solutions in light of stated criteria and educational appropriateness and available resources. This council will recommend to the Urbanarium Council programs that are consistent with those objectives, and realistically attainable.

The Urbanarium Council

This Council has the ultimate responsibility for choosing programs appropriate for the Urbanarium. In reaching its decisions, this Council will seek the advice and concurrence of both of the other two bodies. It will allocate project resources, and give direct guidance to the staff. The seven members of the Urbanarium Council include two elected by the Program Council; two elected by the Community Council, two at-large representatives, and a Chairperson designated by the Provost of RIT.

Two Key Staff Positions Reflect Sharing Concept

A Program Development Coordinator and Community and Administrative Coordinator are defined as the two major staff positions for the operation of the Urbanarium. These two individuals will work together in a partnership manner according to the concept of shared accountability for the success of the Urbanarium.

The Program Development Coordinator will be concerned with the analysis of proposed Urbanarium programs and the preliminary development of program proposals. He will manage overall program development, including assignment of personnel and resources according to the needs of the programs. He also will be responsible for insuring reliable evaluation of the programs.

The Community and Administrative Coordinator will facilitate and maintain liaison with the local community. He also will work to develop financial support and coordinate administrative support services.

The program development teams will bring together faculty and students from various area colleges, and community resources persons to design, develop and implement programs from initial concept to reality.

To augment these staff positions, administrative assistance and consultant services will be available as their need is seen by the Year One operational staff. The University of Michigan and Education and Public Affairs, Inc. of Washington, D.C. will continue to provide assistance during this first Urbanarium year.

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APPENDIX II

Rochester Institute of Technology

Proposal Summary

The Public Communications Service is a continuing education program with the objective of providing volunteer persons within community organizations with a good understanding of communications planning, communications program design, media selection, factors constituting good graphic design, cost factors relating to communications, etc.

This project is expected to respond to most, if not all, the community groups noted in FY/74 priorities A-E inclusive, such as city hall, prison action, senior citizens, drug abuse, environmental pollution, model cities, local OEO-CAP program, as well as potentially to all Community Chest funded agencies. The Urbanarium program at RIT already has received an overwhelming number of requests to provide such an educational program from community organizations in the greater Rochester area.

The Public Communications Service will meet these objectives through provision of a series of six or more communications seminars that will give each participant both knowledge of, and skills in, the communications field. Opportunities for one to one work between community persons and matriculating students in communications field will also be provided, under faculty supervision to insure design quality of resulting communications pieces and quality of content in course work and training experiences of community people.

Special features of the program include: a correlation with the larger Urbanarium program and their "Community Council" insuring that community people continue to have a substantial voice in the program definition and direction; an intention to continue the program beyond the demonstration period cited in

this proposal using local resources; an emphasis on involving persons from fifteen separate institutions of higher education in Public Communications Service educational programming ventures; thorough documentation and evaluation of projects, will be made available to other concerned institutions contemplating programming in this, or related areas.

14 May 1974

Richard R. Holden, Director
Division of Training and Facilities
Bureau of Higher Education
U.S. Office of Education
Washington, D. C. 20202

Dear Dr. Holden:

Because of limited time, this project was discussed via telephone with Mr. Robert Williams, Associate State Administrator, Title I, H.E.A. '65. Mr. Williams said he could enthusiastically recommend the project as presented to him and in addition noted that the project should be most complementary to other Title I projects funded in this area.

Thank you for your consideration.

Sincerely,

Daniel C. Cashman, Director
Grant and Contract Administration

DCC:1hw

Enclosures: -10-

CC: Frank E. Hobson, Jr., State Administrator, Title I, H.E.A. '65
Robert E. Williams, Associate State Administrator, Title I, H.E.A. '65

**SPECIAL COMMUNITY SERVICE
AND CONTINUING EDUCATION PROJECT**
(Title I, Section 106, The Higher Education Act of 1965, as amended)
PROPOSAL COVER SHEET

FORM APPROVED
O.M.B. NO. 51-R1027

1. TITLE OF PROPOSAL

PUBLIC COMMUNICATIONS SERVICE UNIT

2. NAME OF INSTITUTION(S)

Rochester Institute of Technology and the Urbanarium at R.I.T.

ADDRESS (Include number, street, city, State and ZIP Code)

One Lomb Memorial Drive, Rochester, New York 14623

COUNTY
Monroe

CONGRESSIONAL DISTRICT
34th(Frank Horton)
35th(Barber Conable)

TELEPHONE

AREA CODE	NUMBER	EXTENSION
716	464-2388	

3. NAME AND TITLE OF PROJECT DIRECTOR

James R. Speegle, Program Coordinator, Urbanarium Project

TELEPHONE

AREA CODE	NUMBER	EXTENSION
716	464-2938	

ADDRESS (Include number, street, city, State and ZIP Code)

One Lomb Memorial Drive, Rochester, New York 14623

SOCIAL SECURITY NUMBER

084-28-4713

4. NAMES AND TITLES OF OTHER KEY PERSONNEL (If any)

- (a) Stanley E. Skinner, Community Coordinator, Urbanarium Project
- (b) Public Communication Service Project Administrator to be appointed

5. TYPE OF INSTITUTION

☐ FOUR YEAR PUBLIC

☒ FOUR YEAR PRIVATE

6a. TYPE OF PROPOSAL

☒ NEW

6b. IF CONTINUING, LIST
PREVIOUS GRANT NUMBERS

☐ TWO YEAR PUBLIC

☐ TWO YEAR PRIVATE

☐ CONTINUING

7. DURATION OF PROJECT

FROM (Month and year) TO (Month and year)
September 1974 August 1976

8. FEDERAL FUNDS REQUESTED UNDER SECTION 105,
TITLE I, HEA OF 1965 \$20,957. 1st year
\$21,843. 2nd year

9a. INDICATE ESTIMATED NUMBER OF TARGET GROUP PARTICIPANTS

30-35, 1st year
40-50, 2nd year

b. IN EACH OF THE FOLLOWING AREAS CHECK THE CATEGORY WHICH BEST CHARACTERIZES THE PLANNED PROJECT PARTICIPANTS

BY EDUCATIONAL LEVEL

☐ ELEMENTARY

☐ JUNIOR HIGH

☒ SENIOR HIGH

☐ COLLEGE BELOW BACCALAUREATE

☐ BACCALAUREATE

☐ GRADUATE OR PROFESSIONAL

BY AGE (Continued)

☒ 36-55 30%

☒ OVER 55 15%

BY RACE OR ETHNIC GROUP

☐ ORIENTAL

☐ AMERICAN INDIAN

☒ BLACK 45%

☒ WHITE 45%

☒ SPANISH SURNAMED PERSONS 10%

☐ OTHER (Specify)

☒ 21-35 55%

NAME OF REPRESENTATIVE (Type)

James R. Buchholz

TITLE

Vice President, Bus. & Finance

TELEPHONE

AREA CODE	NUMBER	EXTENSION
716	464-2380	

SIGNATURE OF AUTHORIZED REPRESENTATIVE

PROPOSAL SUMMARY

Provide a single spaced statement (not to exceed 250 words) summarizing the project and its rationale, its methodology, special features and the reasons why it is worthy of support.

BUDGET INFORMATION

A. DIRECT FEDERAL COSTS		
1. Salaries and Wages PCS Project Administrator	\$	
a. Professional 100%		10,000.
Project Development & Evaluation/\$1,000.	\$	
b. Consultant Outside Seminar Speakers/\$500.		1,500.
c. Clerical 50% Secretarial	\$	3,500.
2. Employee Benefits (13% S. & W.)	\$	1,755.
3. Participant Support	\$	
a. Stipends		-0-
\$6./Participant for the 6 seminars X 100	\$	
b. Travel Costs participants		600.
4. Operating Costs	\$	
a. Staff Travel		300.
(Tape recorder, slide projector(s) dissolve	\$	
b. equipment unit etc., maintenance (\$300.)		2,800.
c. Contractual	\$	-0-
d. Office supplies \$300., Telephone \$400.	\$	
Other (supplies, printing, etc.) printing supplies \$650.		2,050.
5. TOTAL DIRECT COSTS		19,405
	\$	19,405
B. INDIRECT COSTS (Not to exceed 8% of line A5)		
	\$	1,552.
C. TOTAL FEDERAL FUNDS REQUESTED (Line A5 plus line B)		
	\$	20,957. *
D. COST SHARING Actual Indirect Cost=53% S & W(\$13,500.)		
1. Non-Federal Matching = \$7,155 - \$1,552 FED GRANT	\$	5,603.
a. Contribution of Applicant(s)		
b. Contribution from other sources (Specify)	\$	5,041
Program Coordinator 1/3 time/\$2,375 +Community		
Coordinator 1/3 time/\$2,375	\$	
2. Contribution of other Federal Programs (Specify)	\$	
3. TOTAL COST SHARING		10,644.

BUDGET NARRATIVE

Present biographical information on the project director and other key professional personnel (if any) engaged in the project. Describe their duties in relation to the project and state the percentage of time each will devote to it. List organizations, cooperators and consultants who will work on the project along with a short description of the nature of their effort or contribution. Also explain amounts for direct cost categories that may appear to be out of the ordinary.

(Attach necessary pages)

*Expressed as an annual figure. If funded for the total 24 month period, the total requested amount is \$42,800*with minimum of \$22,000 cost share.

**includes 6% increment for 2nd year salaries.

RESUME

JAMES R. SPEEGLE

PERSONAL INFORMATION

NAME: James Reed Speegle
ADDRESS: 538 Forest Lawn Road
Webster, New York 14580
TELEPHONE: (716) 671-7539
BIRTH DATE: March 23, 1938
MARITAL STATUS: Married; two children, (seven and ten years)
HEALTH STATUS: Excellent

EDUCATION

September, 1964 - August, 1969
Syracuse University, Ph.D.
MAJOR: Student Personnel Work in Higher Education
MINORS: Statistics and Measurement
Higher Education Administration

September, 1960 - June, 1961
University of Rochester, M.A.
MAJOR: Secondary Education
Teaching area: English

January, 1957 - June, 1960
University of Rochester, A.B. with Honors
MAJOR: Sociology
MINOR: Psychology; English

September, 1956 - January, 1957
Oberlin College

Resume

James Reed Speegle

WORK EXPERIENCE

June, 1969 - Present: National Technical Institute for the Deaf
ROCHESTER INSTITUTE of TECHNOLOGY
Rochester, New York

Assistant Dean for Advanced Studies and Student Planning
(January, 1971 - Present)

Administrative authority for the following operating units of NTID:

- Advanced Studies (deaf students pursuing baccalaureate degrees in the other colleges of RIT and the attendant support services)
- Office of Student Planning and Evaluation (described below)
- Professional Training (NTID staff training and development, new staff training, graduate internship program)
- Research (investigation of learning strategies appropriate to deaf students in an integrated setting)

Staff responsibilities: thirty-five professional staff including three program directors and five department chairmen.

Faculty Rank: Associate Professor

Assistant Dean for Support Education
(June, 1970 - January, 1971)

Administrative authority for the following operating units of NTID:

- Vestibule Programs (remedial and preparatory "bridge" program)
- Communication Center (Speech and Hearing Services, interpreting Services)
- Center for Computer Assisted Instruction
- Office of Student Planning and Evaluation (admissions, summer evaluation programs, financial aid, student program planning and monitoring).

Staff responsibilities: fifty professional staff including four program directors.

Faculty rank: Assistant Professor

Director of Vestibule Programs
(June, 1969 - June, 1970)

Responsible for initiating and implementing remedial and preparatory program for deaf students entering a college level program.

- Summer prior to initiation of program - responsible for developing program, establishing course and departmental objectives, developing full set of curricula for Vestibule.

Resume:

James Reed Speegle

- Established policies for faculty advising, grading, program selection and other matters concerned with student and staff development.

Staff responsibilities: fifteen professionals including four department chairmen.

Faculty rank: Assistant Professor

Other duties

- Served as acting Director of Technical Education Programs (four months)
- Served as acting Department Chairman, Mechanical-Electrical Technologies (three months)
- Served as Assistant to the Dean and Director of Support Services (six months)

June, 1968 - March, 1969: DePAUW UNIVERSITY
Greencastle, Indiana

Associate Dean of Students

Responsible for: all campus fraternities; interfraternity council; placement program; off-campus housing; freshman orientation program.

Left in March to complete dissertation requirements.

Faculty rank: Assistant Professor

June, 1965 - June, 1968: UPSTATE MEDICAL CENTER
State University of New York
Syracuse, New York

Director of Housing

Responsible for initiating and administering program for undergraduate, graduate, and married student housing.

Additional responsibilities: admissions work, program and and student government work with undergraduate students; future planning in the areas of housing and student union.

June, 1964 - June, 1965: SYRACUSE UNIVERSITY
Syracuse, New York

Assistant Director of Financial Aid

Responsible for administration of university scholarships, alumni scholarships, National Defense Loans, Work-Study program, short term university loans.

Also institutional representative to the College Scholarship Service of the College Board.

Resume

James Reed Speegle

June, 1962 - June, 1964: UNIVERSITY OF ROCHESTER
Rochester, New York

Counselor on Admission

Responsible for interviewing prospective students, visiting high schools, organizing campus events for admissions' purposes; selection of students.

September, 1961 - June, 1962: MADISON HIGH SCHOOL
City School District
Rochester, New York

English Teacher

Teaching junior high school English, History and remedial reading.

September, 1960 - June, 1961: UNIVERSITY OF ROCHESTER
Rochester, New York

Teaching Assistant

Department of Sociology and Anthropology.

Resume'

James Reed Speegle

COMMITTEE ASSIGNMENTS

Intercollege Curriculum Committee, Secretary
(Rochester Institute of Technology)
Task Force on Intergroup Relations (R.I.T.)
Presidents' Representative, College Union Board
Academic Standing Committee (DePauw University)
Faculty Committee on Student Personnel (DePauw University)

AFFILIATIONS

New York State Association of Deans and Guidance Personnel
(past) Committees:
• Planning and Registration for annual convention
• Committee to plan merger with American Personnel
and Guidance Association
National Congress of Parents and Teachers
American Personnel and Guidance Association
National Association of Student Personnel Administrators (past)
American Management Association
American Association of Higher Education
Convention of American Instructors of the Deaf
Professional Rehabilitation Workers with the Adult Deaf

UNPUBLISHED PAPERS AND ADDRESSES

"College Catalog - Tell It Like It Is", paper
Annual Meeting of the American Association of Collegiate
Registrars and Admissions Officers, New Orleans, Louisiana
April 22, 1970
"College Catalogs: An Investigation of the Catalog Description
of College Environments with Student Perceptions of the
Same Environments as Revealed by the College Character-
istics Index", Ph.D. Dissertation
Syracuse University, 1969
"NTID 1971", paper
Convention of American Instructors of the Deaf
June 29, 1971
"The Accuracy of College Catalogs Descriptions of College
Environments", paper
New York State Admissions Counselors Meeting, Buffalo, N.Y.
August, 1971

Role of James Speegle - Project Director - Urbanarium

The role of the Project Director as listed on the cover sheet shall include the following:

- Work with the Program Council in continuing development of the Public Communications Service Program.
- Assembly of particular persons that will serve on the Public Communications Service Program Development Team.
- Continued feed in of program requests from community groups, in cooperation with the Community Council of the Urbanarium and the Urbanarium's Community Coordinator.
- Such program assistance as may be agreed upon from time to time with the Public Communications Service Project Administrator.
- General staff oversight of program evaluation process in conjunction with Chairman of the Program Council, independent evaluator, Public Communications Service Project Administrator, and members of the Public Communications Service Program Development Team.

Role of the Public Communications Service Project Administrator as distinct from above:

This person will be hired as money becomes available for this project. The Public Communications Service Program Administrator will be responsible for:

- Publicizing the availability of the Public Communications Service Program.
- Receiving community group contacts from the Urbanarium Community Council and working these groups into the program.
- Requesting of each community organization at least one communications seminar participant, and conducting initial interviews with each participant.

- Suggesting additional persons to serve on the Public Communications Service Program Development Team, especially seeking to involve a wide range of institutions of higher education.
- Assisting faculty persons in gauging the quality of communications education and production resulting from the program.
- Providing with the Urbanarium secretary all written information pieces and testing instruments.
- Project documentation, evaluation responsibilities as noted in narrative, and community group follow-up.

Equipment Listing

Following is a list of equipment available for use by Communication Design students with permission of their instructor or the technologist.

Beseler 45m 4x5 Photo Enlarger	Nu-Arc Plate Maker
Simmon Omega D-3V Autofocus 4x5 Photo Enlargers	Nu-Arc Line-up Table
Konica Auto-reflex 35mm SLR camera with 52mm and 200mm lens	Triumph all Purpose Paper Cutter
Polaroid MP-3 Multi-Purpose View Camera	Laci-Lucy manual reduction and enlarging copier
Premier Twin Print Dryer	Dexter Bevel Mat-Cutter
Prinz Automatic Drum Print Dryer	3 Breseler Porta Scribe Overhead Projectors
Masterpiece 350 Drymount Press	3M Overhead Projector
Robertson 432 Vertical Camera	Beseler Vu-Lyte III Opaque Projector
Richmond Microperfect Stat Processor	Concord VTR Video Taping Equipment
Itek 11-15 Offset Printing Press	Concord Portable Video Camera and Recorder
Vandercook Precision Proof Press	3 Kodak Carousel AV900 Slide Projectors
Selection of Antique Wood Types	2 Kodak Carousel 750H Slide Projectors
Selection of Foundry Type Fonts	Kodak Carousel
2 Challenge Galley Proof Presses	Bowens B Illumitran Slide Copier
Martin Yale Autofolder	Roberts 333x Cassette, Cartridge and Reel Tape Recorder
GBC Combo Binder	Robert 5050XD Reel to Reel Tape Recorder
Simmon Omega Staromat Automatic Phototypesetter	Wollensak 3M Cassette Tape Recorder
Simmon Omega Staromat Strip Type Fonts	Scott Stereomaster 388-B AM/FM Tuner, Amp.
Sinnger Friden Justoperf 8203/Justotext 70 Phototypesetter	United Audio Dual 1209 Turntable
Fotorite Stabilization Processor	2 Acoustic Research AR4x Loudspeakers
DuPont Cromalin Proofing Laminator and Toning Console	A library of Tape Recordings, Sound Effect Records and Video Tapes
	A library of Design reference materials and paper samples
	Pantone Color Matching System charts and ink mixing guides

(Next page is page 11)

Missing Page

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I. Publicizing:

In publicizing the Urbanarium in the community and through staff contacts with community leaders in government and business, citizen-based organizations, and unaffiliated individuals, a large number of "program suggestions" have been received by the Urbanarium (some 50+ as of this writing). An overwhelming number of program suggestions received can immediately be seen to relate directly to public service communications or the lack thereof. Hence this proposal to you.

The problems in this area have been amply attested to both by Urbanarium personnel who have spoken with persons submitting these communications related program suggestions and by persons within the academic community who have made responses to these problems.

- a. Citizen organizations, service groups, and civic groups very often lack the ability to effectively communicate ideas, plans, proposals, policies, stances, etc., either to their own memberships or constituencies or to decision-makers outside those groups whose decisions are important to members of the group or those whom the group represents. Such a lack in communications effectiveness can result in no communication at all to important others, miscommunications, lack of ability to convey information on successful projects, ineffective involvement or minimal involvement of community persons in community projects or decisions, curtailed funding, inadvertent alienation, resentment toward the group by decision-makers as being "ineffective".
- b. Municipal government departments, the smaller business groups, and community groups of various kinds, but especially the newer and smaller groups, lack access to communications design consultants, graphic arts persons, photographers possessing real skill, printers and platemakers,

audio-visual specialists, etc., that is to say professionals in the communications field.

- c. Government employees, members of community groups, and small businessmen involved in small business associations often lack the ability to interact effectively with communications professionals.
- d. It is both the self-perception of individuals in civic groups and the perception of others outside such groups, that civic group personnel are often unable to understand a total systems approach to communications planning.
- e. Very importantly, if staff and volunteer persons within community organizations did acquire knowledge and skills related to good communications, they would often still lack access to communications equipment (machinery) at less than market rates. This situation precludes even the most sophisticated community organization from availing itself of good communications, precluding a large communications budget.
- f. A problem related to the above, is that even if community groups should gain access to machinery, it often remains the case that professional and volunteer personnel within these groups lack the technical skill with which to operate and perform simple maintenance procedures on such communications equipment.
- g. A related need within the academic community - undergraduate and graduate students are observed to be considerably more motivated to give the rough attention to communications class problems if such "problems" and resulting class or individual projects are based in "live situations" (i.e. graphic designs are actually utilized in the community on signs, brochures, etc., of a particular organization; posters, logos, photographs,

etc., see the "light of day" are put on plates, large runs are made, and used in the community, thus permitting student work to be evaluated for effectiveness in "live" situations, a work measure which will obviously soon be applied to a person's work after graduation. These measures are particularly appropriate to technical schools, community colleges, and state universities where a large percentage of graduates will be faced with having to successfully apply learning experiences to commercial or cost-effective criterion soon after completion of schooling.

The Urbanarium at Rochester Institute of Technology was formed for the express purpose of enhancing the ability of community groups and individuals to gain access to the educational resources of Rochester Institute of Technology, and in the longer term through cooperative arrangements with other colleges who are members of the Rochester Area Colleges, Inc., consortium, the programs and resources of these institutions as well. Structurally, the two working bodies of the Urbanarium are the Community Council, whose task it is to discern and prioritize pressing, educationally-related community needs, and the Program Council, whose task it is to devise educational program activities, courses, etc., to successfully meet these needs or contribute to the alleviation of a community problem. The Community Council is composed primarily of non-academic community persons from neighborhood groups, poverty groups, civic organizations, service agencies, media, business and industrial organizations, government, etc., with a small contingent of people from the academic community. The Program Council is primarily composed of faculty, staff, and students from Rochester Institute of Technology and the member colleges of Rochester Area Colleges, Inc. spoken of above, with a lesser number of persons from outside the academic community. (See Appendix A for a fuller description of the Urbanarium at Rochester Institute of Technology.)

II. Objectives:

The objectives for Public Communications Service Unit fall into the following categories:

- a. Skill development or training (community participant)
- b. Problem solving or application (community participant)
- c. Production (community participant)
- d. Applied Experiential Learning (student participant)

The overall goal of the proposed Public Communications Service Unit will be to provide continuing educational experience for community participants interested in improving communication within and among community organizations and individuals, and providing applied experiential learning for students enrolled in communication related programs at colleges in the greater Rochester metropolitan area.

The specific means for evaluating the accomplishment of the objectives described below are contained in response to question 3c, "Data and Instrumentation; page 22 , 3d "Analysis", page 23 , and in response to question 5, "Independent Evaluation", page 27 .

Skill Development

A series of seminars, described more fully in Appendix C will be held for persons in community groups who have communication responsibilities such as public relations chairpersons, recording or communications secretaries, publicity chairpersons and the like. At the conclusion of these seminars, the participants will be able to:

- a. identify and operate simple media delivery equipment (see Appendix C, page 39, Seminars 4, 5, 6, for actual equipment detail).
- b. identify and operate simple media production equipment (see Appendix C, page 39, Seminars 4, 5, 6, for actual equipment).

- c. identify equipment that can be used by the community group through the Public Communications Service Unit and demonstrate that he understands the appropriate procedures (see page 39 for a description of these procedures).
- d. identify what resources are available through the Public Communications Service Unit and what resources are available through other professional communications groups in the Rochester metropolitan area. (i.e. libraries public relations firms, advertising councils, etc. (See page 44 , for a description of this process).
- e. identify and define terms related to systematic application of communications such as graphics identification program, cost-benefit analysis, communication design, communications programs, communications system (i.e. sender, receiver, medium, message. See Appendic C, page 37).
- f. identify and utilize various professional roles in the communication field and understand their interrelationship. (See Appendix C, page 37 , Seminars 1 and 2).

Problem Solving

A series of seminars, described more fully in Appendix C pages 37-40, will be held for persons in community groups who have communications responsibilities such as public relations chairpersons, recording or communications secretaries, publicity chairpersons and the like. As a result of these seminars, the participants will be able to:

- a. Describe solutions to communication problems of other community groups (See Appendix C page 37, Seminar 2).
- b. Analyse their own communication problems (as originally described to the Program Council, see page 38 for process) in terms of: need analysis, a statement of the problem; a set of objectives; the procedures and methodologies for carrying out the program; an appropriate evaluation

procedure (in conjunction with the Public Communications Service Director).

- c. Assist subsequent community participants in learning this systematic process of problem solving.

Production

Through interaction with a student assistant (Rochester Institute of Technology student, or other area college, majoring in Communication Design, Photographic Illustration, Photo Technology, Printing Technology or related major), the community participant (as described above) will:

- a. Produce a communication piece (identity logo, graphic design, pamphlet, slide show, etc.) related to the defined problem of their particular group. (See response to question 3, "General Design", page 19).
- b. Utilize the communication piece with the defined community group
- c. Evaluate the effectiveness of the communications piece with the defined community group in conjunction with the Public Communications Service Director. (see response to question 3c, "Data and Instrumentation," page 23).
- d. Act as a consultant/resource person for subsequent seminars and programs sponsored by the Public Communications Service Unit or act independently as a consultant/resource person for other community groups.

Applied Experiential Learning

Students (undergraduate and graduate students in communication related programs at Rochester Institute of Technology or other area colleges) will be related to the Public Communications Service Unit as teachers, resource personnel, production guides, machine operators, etc. These students will:

- a. Apply previously learned communication theory to actual communication problems experienced by persons in the community or community groups.
- b. Gain work experience which will result in more realistic portfolio and thesis program completion.

III. Procedures:

Procedures that will be utilized in the construction of the Public Communications Service Unit are:

- a. General Design: It is necessary to refer briefly to the basic structure of the Urbanarium program as a whole. The Public Communications Service Unit will be built by a Program Development Team, whose members shall hire a Program Director; the Director shall be responsible to the Program Development Team to administer the Public Communications Service Unit in accordance with policy guidelines established by that Program Development Team. (See chart of governance and work group relationships - Appendix B). The Public Communications Service Program Development Team shall in turn be accountable to the Program Council of the Urbanarium whose duties include the assembly of several program development teams, and the overseeing of their work through project completion. As any given program so developed matures, it may be deemed desirable by the Program Council to enter into formal co-sponsorship agreements with other colleges or college divisions, such as may from time to time be warranted by the nature of the programs, such as the Extended Services Division of the College of Continuing Education at Rochester Institute of Technology, the Urban Affairs Department of an area University, or the Community Outreach Department of a Junior College, for example. Such arrangements would in all likelihood not occur until somewhere near the termination date of the proposal, but should be seen as one way in which educational and financial support might be derived for the continuation of this Public

Communications Service program after the 24 months of the demonstration project. It is felt by Urbanarium personnel that a 24 month time period guarantees a sufficient time period for this particular program to have demonstrated its ability to produce high quality educational experiences for participants as well as to prove of sufficient value to the community that certain non-academic institutions may consider funding all, or a portion, of its continued operating costs (here we are thinking especially of the United Community Chest of greater Rochester, Inc.). For purposes of this proposal we have stipulated a 24 month time period. but would consider operating under a demonstration grant of either 18 or 12 months, if so stipulated by you.

The Program Development Team cited above would be composed of faculty, students, and community people whose primary interest in the program would be from a policy and administration vantage point. They may also, as individual members of the Program Development Team, be engaged in the programmatic-educational activities of the Public Communications Service directly, but this is not a condition of their service. One role of the Program Development Team would be to recruit persons (both faculty and students) within the academic community that would directly relate to community persons with communications needs. The Program Development Team would not be responsible for actively seeking community groups and persons that would like to avail themselves of the Public Communications Service Unit's services (though this might happen incidently) but primarily receive such contacts from the Community Council of the Urbanarium, whose specific responsibility it would be to seek out, screen, and relay various "program and project suggestions" from the community groups to the several

Program Development Teams. This body would of course refer program suggestions in the general area of communications to the Public Communications Service Unit.

The prime responsibility of the Public Communications Service Program Development Team would be to re-contact community groups referred by the Community Council and fully explain the educational aspects of the Public Communications Service, asking that each community group needing a "communications piece" produced for its use, send the Public Communications Service a volunteer person having communications responsibility within the group, or who is likely to have communications responsibility within the group in the future. Such persons need not have expertise in the communications field, but should be interested in becoming a "student" for at least a six week period as part of a central Public Communications Service Education-Work team. Such persons should evidence a primary and significant interest in the communications aspects of the life of the organization from which they come. The Public Communications Service Program Development Team having recruited both persons from the larger community and the academic community, would then assign persons to work together in individual project work units; the usual pattern for the work units would be: one community participant with one undergraduate senior student (or graduate student) having a major in the communications field, with a communications discipline faculty person supervising students involved in such project work units. This usual pattern could, however, vary according to the Public Communications Service Program Development Team assessment of the complexity of the communications project at hand, and might involve assigning more than one student from various communications disciplines to a project work unit, or assigning a class to work on

a particular communications project as a class project. In each case, all students working in the same work team should be supervised by a single faculty member, in consultation with other faculty if necessary, in order to provide for continuity of direction. Persons involved in each project work unit would agree among themselves as to appropriate meeting times and places in order to accomplish the work at hand. Additionally, all community persons involved in project work units shall be expected to attend a series of six communications design and skills seminars, to be held on a stated day of the week for six consecutive weeks, at a time and place convenient to a majority of all participants. These sessions shall be taught by graduate communications students, with a single graduate student responsible for the entire sequence. The graduate student responsible for the entire sequence of course work under this communications seminar series shall work under the supervision of a graduate faculty person at an area college, institute or university.

The standard format for the individual seminar sessions shall be as follows: a forty (40) minute instructional period (lecture, use of charts, slides, machinery demonstrations, etc.) a ten (10) minute beverage break, then a second forty (40) minute participation period (question and answer, role-play, use of machinery, etc.).

After the formal seminar period certain project work unit participants may choose to band together for mutual work on producing communications pieces for their respective groups. Such work styles shall be both permitted and encouraged. Undergraduate students involved on project work teams may attend these seminars at their option.

The six seminars shall have the following as their content focus:

Session One: "The Psychology of Communications"

Session Two: "Understanding Communications Systems"

Session Three: "The Software of Communications"

Session Four: "The Hardware of Communications"

Session Five: "Machine Skills - I"

Session Six: "Machine Skills - II"

(See Appendix C for full course outlines)

Additional appendices give our thoughts on the following matters:

Appendix D: The Question of Credit

Appendix E: Compensation and Expense Considerations

Appendix F: Connection of the Public Communications Service with existing
Communications Resource Institutions

Appendix G: Equipment Loan Policy

Appendix H: Materials Credit Insignia

b. Target Groups which the Public Communications Service intends to serve:

The services of the Public Communications Service shall be made available to all not-for profit community organizations in the area served by the college consortium, Rochester Area Colleges, Inc. (or approximately, Monroe County and all contiguous counties) on a first come-first served basis. While we feel confident that we shall be able to handle 30-35 groups in the first year of operation, and 40-50 during the second year of operation, the exact number of groups (and training participants) will depend on success in recruiting faculty and students to participate in the program. As we are able to handle additional communications requests

and participants in Public Communications Service educational programs, we will take on additional communications program suggestions. The target groups envisioned under the not-for-profit heading include (but are not limited to) United Community Chest Agencies, non-affiliated service agencies, neighborhood associations, senior citizen groups, citizen interest groups, small business associations, tenants associations. The main form of screening shall be asking the groups to send to Public Communications Service a serious person desirous of participation in communications seminars offered by Public Communications Service. We will also offer groups the option of sending additional educational program participants having no particular short term production responsibilities.

- c. Data and Instrumentation used in the Public Communications Service project: Several forms of instruments, largely geared to various forms of evaluation and instruction are envisioned relative to the Public Communications Service program. These include (in approximately the sequence in which they will be used) a Communications Program Request Sheet (to be filled out by the community group having a communications need), and a Communications Background Sheet (to be filled out by prospective participants in the Public Communications Service Educational Seminars in order to discern previous amounts of communications training received by seminar participants). A variety of copies of communications articles, written handouts, sample communications pieces, and equipment guides will be used in connection with the Public Communications Service Communications Seminars; also a participant evaluation instrument will be used at the terminal point of each cycle of seminars to gauge the knowledge and skills of participants after completing the seminar series. Additionally, we intend to ask each student and faculty member to describe their reactions to participating in Public Communications Service programming,

as well as suggest ways in which the programming could be improved. The Public Communications Service Director shall be responsible for disseminating, collecting, and reviewing all such instruments as may be used, compiling data from the same, and forwarding a synopsis of such feedback to the Public Communications Service Program Development Team at least as often as the end of each seminar cycle, in order that the Public Communications Service Program Development Team may review the progress of the Public Communications Service seminars and communications production. Two additional records: The Public Communications Service Director shall also use the Equipment Loan Sheet described earlier. Also, the Public Communications Service Director shall have the responsibility of re-contacting a participant community group some six to eight months after their communications piece has been produced and their representative has finished the series of communications seminar to determine, a.) whether the communications piece(s) has filled the need of the group, met previous expectations of the group, and been effective for the group, and b.) whether the person "graduating" from the communications seminars is still active with the group in a communications capacity, or with another community group in the same type of role. The Director shall note the responses of the community organizations to the above, and forward this information to the Public Communications Service Program Development Team for their information and policy response. (See Appendix I for a sampling of the above instruments.)

- d. Analysis of Public Communications Service Programming: The Public Communications Service Director shall have the prime responsibility for seeing that adequate documentation of Public Communications Service Programming is carried out. All instrumentation shall be primarily geared to increasing program effectiveness, rather than to the performance of

individual seminar participants. The Program Development Team is responsible for the Public Communications Service program, and shall review all data collected by the Director from the vantage point of generating new policy for improved programming or taking corrective action re existing policy.

e. Time Schedule:

July 1, 1974 -	Project Initiation
August 1, 1974 -	Program Development Team assembled and Director hired.
September, 1974 -	Groups recruited during the previous two months asked to name seminar participants, and first series of seminars begin.
November, 1974 -	First major evaluation point, with possible policy reformulation. Length of seminar series remains at 6 weeks, or lengthened.
June, 1975 -	Second major evaluation point.
July, 1975 -	Search formally begun for local monies to continue project, hopefully with some assistance (in effort if not money) by community groups that have benefited from program.
January, 1976 -	Status report given by persons charged with local money fund raising to Program Development Team. Go - no go decision made on permanent local program, with policy correctives made, if needed for perma- nent program status. New contract period for Director - re-contract or re-hire.

IV. Facilities and Services provided to the Public Communications Service:

The Urbanarium: The Urbanarium as a whole will provide several support services to the Public Communications Service. These include: Formal Program referrals to the Public Communications Service by the Community Council of the Urbanarium, as well as the extensive liaison with a variety of community groups, provided by the Community Coordinator of the Urbanarium. Policy Direction in the initial stages will be provided by the Urbanarium. Initial selection of the members of the Public Communications Service Program Development Team shall be made by the Program Council of the Urbanarium, with the assistance of the Urbanarium Program Coordinator. Continued liaison with communications faculty and students from the fifteen institutes, colleges, and universities who are members of the Rochester Area Colleges, Inc. consortium shall be carried out for the Public Communications Service Program Development Team, and other Urbanarium Program Development Teams, by the Program Council and the Program Coordinator of the Urbanarium. Urbanarium personnel shall be supportive of the Public Communications Service in raising local money, policy direction (especially in the initial stages and thereafter as needed- the Public Communications Service Program Development Team remains ultimately accountable to the Urbanarium Program Council), community liaison and college liaison.

The Rochester Institute of Technology: Rochester Institute of Technology is presently serving as the sponsoring institution for the Urbanarium as a whole program, and as such is ultimately accountable for the conduct and operation of the Urbanarium and all subsidiary programs under the terms of a grant made to establish this program by the W. K. Kellogg Foundation. Of direct relevance to the Public Communications Service is the willing cooperation of several departments of Rochester Institute of Technology to allow Public Communications Service participants use of communications equipment they have at their disposal. (See budget narrative for equipment listings.)

Without this support, the establishment of the Public Communications Service would be either impossible, or extremely costly. Even more important, the Urbanarium is expressly structured to draw on the students and faculty of Rochester Institute of Technology for program support in all of its educational programming. Additionally, Rochester Institute of Technology will provide office space, maintenance, heat, etc. for the Public Communications Service Director, such classroom space as may be needed in the conduct of Public Communications Service seminars, either at the main campus, or at Rochester Institute of Technology's downtown Metropolitan Center. Specifically, the Rochester Institute of Technology Graphic Arts Media Center at the Department of Communication Design, College of Fine and Applied Arts is available to Public Communications Service participants, the printing laboratory for printing work, and the Rochester Institute of Technology library and other multi-use facilities at both campuses. (See Appendix J, Endorsements.)

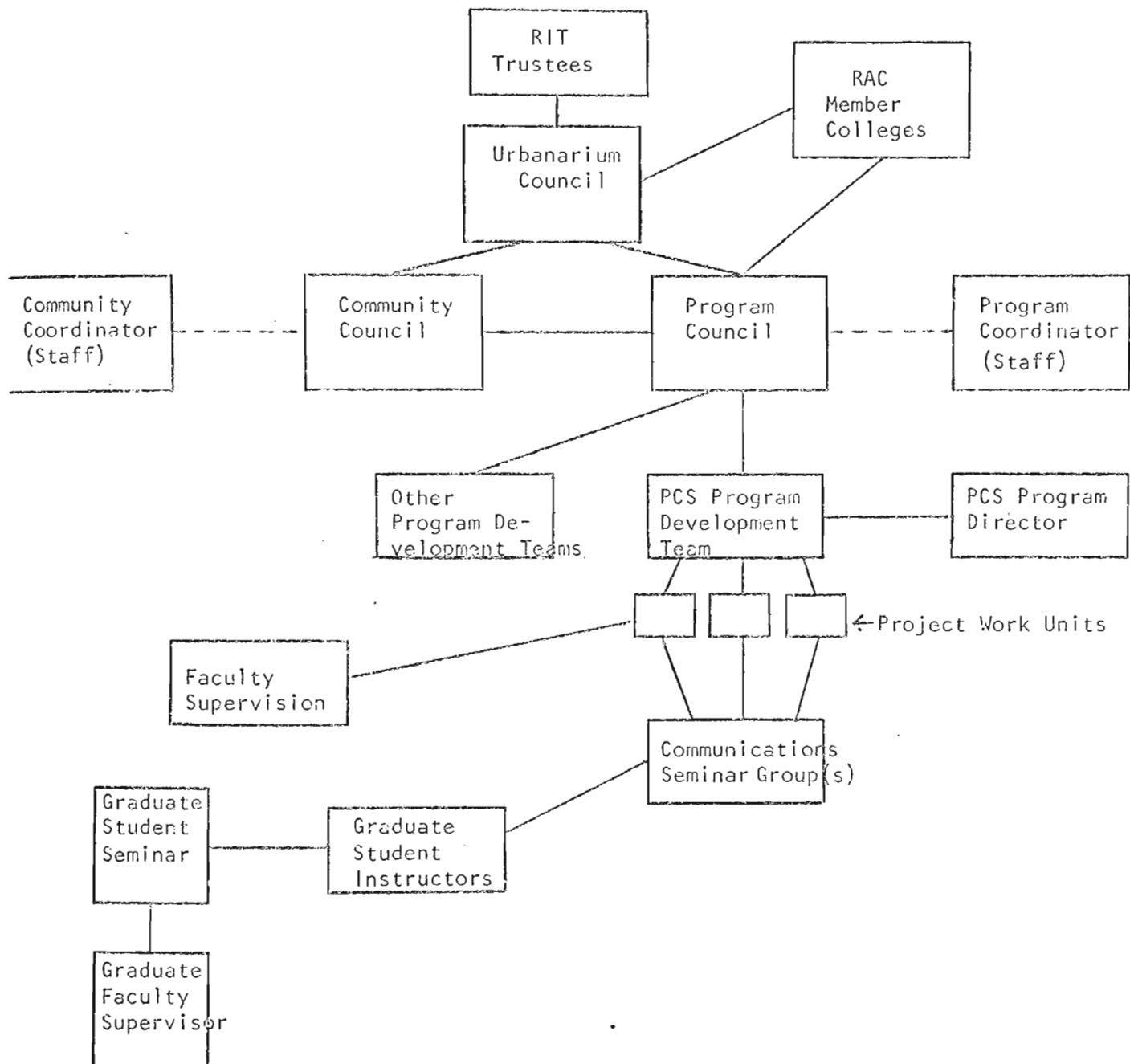
Rochester Area Colleges: The Rochester Area Colleges, Inc. consortium is very much supportive of the Urbanarium in its general support of inter-college and intra-college urban extension activity. Rochester Area Colleges, Inc. has been charged with the responsibility of seeking out new avenues of pursuing continuing adult education by its member colleges, and views the Urbanarium as one means by which this quest can be forwarded. Specifically, Rochester Area Colleges, Inc. has been and will continue to be of aid to the Urbanarium in solidifying the participation of non-Rochester Institute of Technology faculty and students in Urbanarium programming. It is the intention of all persons thus far involved in the Urbanarium to transfer the sponsorship of the Urbanarium to an inter-college basis as soon as it is well established, probably under the direct auspices of the Rochester Area Colleges.

V. Independent Evaluation: The entire Urbanarium Program will be evaluated periodically by Joseph Colmen, Washington, D.C., an independent evaluator-consultant employed by the Urbanarium. All Urbanarium programming shall be evaluated by Colmen, or by others under the direction of his firm. (See Appendix K for proposed evaluation outline of Colmen - being considered presently as basis of new contract with Colmen by the Urbanarium.) Regarding points 5c., the Public Communications Service will be written up in the Urbanarium newsletter which receives wide circulation (about 2000 copies per issue), and we stand ready to mail this newsletter, interim progress reports the final report on the Public Communications Service at the terminal point of the demonstration period, and a copy of Colmen's evaluative report pertaining to the Public Communications Service program, to the State Administrator for Community Service and Continuing Education of New York State, and such other persons or institutions as the Administrator deems desirable, as this can be done at reasonable cost. The Urbanarium thus far has been written up in several professional Urban Affairs Journals, and no doubt will continue to receive wide coverage, both locally and nationally, since the entire project is somewhat unique among Urban Affairs, Extended Service and Urban Extension units, etc., in the various colleges and universities. (The reader is again referred to Appendix A for a fuller description of the Urbanarium Project as a whole.)

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Appendix B

Relationship Chart - Governance & Work Groups



Appendix C

Full Course Outlines for the Six Sessions

(Previous to the first seminar the Public Communications Service Director shall have interviewed each participant in the series to ascertain level of skill, background and formal training in communications course work previous to series, nature of interests, etc., and shall have conveyed responses to instructors responsible for seminar series.)

1. Introductory Session: Session One

"Psychology of Communications"

- Introduction of participants to one another
- A functional understanding of the what communications can and cannot do. (i.e. You can't make bad institutional programs into good institutional programs by the communication thereof, etc.)
- Analysis of audience(s) as a facet of communications planning
- Communications pieces seen as part of an integrated effort to portray an institution to a public.
- The use of existing communications media already available to community group, and how this related to pieces of a communications program developed in-house.

2. Session Two

"Understanding Communications Systems"

- Importance of Design in communications, relation of good Communications Design to time and money expenditure and costs and benefits received.
- How to assess the total communications need of your institution and design a total communications program for the same.

- How to select the optimal type of media for your needs.
- Importance of design consistency and the proper understanding of forming an institutional identity through communications design.
- An assessment of the communication programs of the institutions represented by those in the class, with an effort to be constructively supportive of individuals who are interested in improving same.

(If it is evident during session two that certain participants are not able to articulate a developed communications program in regards to their group, the Public Communications Service Director shall sit down with those participants and help them to define the total communications interests of their organization; if this work is likely to be extensive, the Director may assign a student in communications design to work with the participant on the design of an over-all communications program for the participant's group.)

3. Session Three

"The Software of Communications"

- Institutional writing
- Interesting and Descriptive photography
- Graphic Design and Layout
- Successful use of Logos and Identity graphics
- Design consistency throughout your communications program
- Uses of still photos vs. film-video

4. Session Four

"The Hardware of Communications"

- Graphic Design Techniques
- Photography Techniques
- The range of equipment and machinery available to community groups through the Public Communications Service Unit, some brief description of non-

available machinery.

-The capabilities of each piece of equipment available through Public Communications Service, and examples of each machine's product. The sequential inter-relationship of all available equipment. (This as opposed to operating skills relative to a piece of equipment.) (See Budget Narrative for equipment list.)

5. Session Five:

"Machine Skills - I"

-Each piece of machinery listed shall be demonstrated by a instructor proficient in using the particular piece of machinery and each student shall have an opportunity to operate each piece of equipment.

-IBM Selectric Typewriter

-35mm Camera

-Mimeograph and/or Xerox Copier and/or offset press

-Bristol Board Paste-up (Camera-ready mechanical)

-Slide Projector

-Cassette Tape Recorder

6. Session Six

"Machine Skills - II"

Student chooses one of two seminars

"Audio-Visual"

-Extended experience on 35mm camera

-Extended experience with slide projectr(s), dissolve unit, tape recorder, tape editor, tape beeping equipment, etc.

"Print Media"

-Experience on Friden Justowriter or Verityper, double justified margin equipment, etc.

- Experience on Copy Camera, and plate burning
- Experience on Offset Press
- Experience on/or demonstration of silk Screen duplication process

The Public Communications Service Program Development Team will give consideration at regular intervals during the demonstration period to extending the seminar offering above to eight (8), ten (10), or thirteen weeks (13); such evaluation relative to the following factors.

1. Ability to recruit undergraduate, graduate students, and faculty from Rochester Institute of Technology and/or other Rochester Area Colleges, Inc. member colleges and universities.
2. Feedback from community participants as to whether the seminar offerings should be extended in duration, and whether community persons would anticipate or be resistant to a longer course of study.
3. The Public Communications Service Director's evaluation as to whether course content is successfully conveyed in a relatively short series of seminars or needs extension.

(Further discussion of overall seminar evaluation occurs in response to questions)

The Public Communications Service Director shall invite immediate past graduates of the seminar series to assist in acquainting new students with the communications problem solving process involving not-for-profit groups.

Appendix D

The Question of Credit: Undergraduate students shall regularly expect to receive course credit for participation in Public Communications work toward fulfillment of course requirements in a communications related course of study leading to an undergraduate degree. The graduate student having over-all responsibility for the total series of communications seminars, may apply to receive credit for such work in connection with "independent study" course requirements. Graduate students having relatively minor responsibilities for one seminar or a portion of one seminar can use such work to partially offset course requirements in certain courses, with agreement of appropriate members of the faculty.

Community participants shall receive certificates of accomplishment from Rochester Institute of Technology. This may later be altered to allow community participants to receive undergraduate credit for participation in the communications, based on the following considerations:

1. Expressed desire for college credit on the part of initial participants in the program.
2. Evaluation of additional expense incurred by Public Communications Service in offering credit courses.
3. Whether or not curricular course requirements as stipulated by New York State Regents in Albany would add or detract from the purposes of over-all Public Communications Service educational programming.

In all cases, participants will receive credit and/or certificates only upon satisfactory completion of their participation.

Appendix E

Compensation and Expense Considerations: The faculty person chairing the Public Communications Service Program Development Team may receive personal or departmental compensation under the "Released Time" provisions of the various colleges, institutions, and universities involved, if this is found to be necessary to attract competent persons with adequate time to spend in holding this position. Faculty supervising undergraduate participation in this program should see this work as part of their normal course load. Faculty supervision of the graduate students participating in this program, should constitute part of the normal work load of graduate faculty. Compensation to the graduate student having over-all responsibility for the series of communications seminar may be offered if found necessary, but only to students unable to receive credit for such work as "independent study". No compensation to undergraduate students is necessary, since they will normally be working in project work units as partial fulfillment of undergraduate course requirements. No stipends or travel allowances are seen to be necessary for community participants since seminars will be held at the convenience of a majority of seminar participants, and most will come from the immediate greater Rochester metropolitan area, and therefore incur only small costs for travel. Exceptions may be made in unusual circumstances by decision of the Program Development Team. No fee shall be charged to community people for participation in the educational programs of the Public Communications Service. No fee shall be charged to community persons for the use of equipment available to them through the Public Communications Service Unit. The cost of purchasing, using, maintaining and insuring all such equipment will be born by Rochester Institute of Technology, Rochester Area Colleges, Inc. member institutions, the Urbanarium Program, and

the Public Communications Service project, respectively. (See budget narrative for a detailed explanation of these divided costs.) However, community organizations requesting production of communications pieces through the Public Communications Service Unit shall be charged as institutions for the cost of part or all of the "disposable supplies" used in the production of their communications pieces. (i.e. film, plates, paper, processing chemicals, ink, etc.) No labor charge shall be incurred by any community organization in connection with the production of communications, except as a particular piece may require the assistance of a non-Public Communications Service participant, such as an out-of-state consultant. Such persons will be involved only with the consent, in writing, of a participating community organization.

Appendix F

Connection of the Public Communications Service with Existing Communications Resource Institutions: If community groups approach the Public Communications Service Unit with a request simply for a graphic design piece, an audio-visual program, etc., and do not wish to avail themselves of the educational program offered by the Public Communications Service, the Director shall refer them to the Advertising Council or other appropriate resource institutions whose role it is to simply provide non-profit organizations with communications assistance. If the community organization would like assistance in the fuller utilization of existing, external communications media, referral will be made to Women in Communications, a professional society of women engaged in communications work, whose role it is to be of assistance in this area. The Public Communications Service Director is also free to refer community groups to other organizations that may be identified from time to time that might be of specific assistance to community groups.

Appendix G

Equipment Loan Policy: As community organizations develop communications programs and pieces, they may need certain pieces of equipment which are presently unavailable to them, or equipment which they cannot afford to purchase for their use, or which would not be fully utilized by a single community group. For this reason, certain pieces of portable equipment owned by the Public Communications Service-Urbanarium shall be made available to community organizations; we envision the following procedures: (this equipment pool does NOT include communications equipment owned by Rochester Institute of Technology, other Rochester Area Colleges, or community organizations that might be used in the course of educational programming by the Public Communications Service, except by separate and special arrangement).

1. Such equipment is only available to community groups that are to participate in or have participated in the educational programs offered by the Public Communications Service Unit, since the purpose of the Public Communications Service Unit is not primarily to act as an equipment loan library. It is thought to be foolish however, to train community group personnel in communications skills, and then allow Urbanarium owned equipment to stand idle when it could be used by such groups.
2. First call on all such equipment however, shall be had by the Public Communications Service-Urbanarium, for use in connection with educational programming, and shall not be available for loan to community groups at such times as it may be needed for Urbanarium based educational seminars, programs, etc.

3. The Director of the Public Communications Service may set a date by which such equipment must be returned to the Public Communications Service, and shall properly record pertinent information relative to pieces of equipment on an "equipment loan sheet" (See Appendix I).
4. The community organization shall as a condition of borrowing such equipment be required to deposit with the Director of the Public Communications Service a check drawn on that institution's account for the full amount of the manufacturer's suggested list price of the item(s) borrowed.
5. If the equipment is not returned by the due date (pending an extension of time granted by mutual agreement of the Public Communications Service Director and the community group), or is damaged beyond repair in the estimate of the Director, the check shall be cashed and new equipment purchased.
6. If the equipment is returned in damaged condition, the Public Communications Service Director shall have the equipment repaired, and require the community group to pay any cost involved. When repairs have been compensated for, the original check shall be voided and returned to the group.
7. If the equipment is returned in good condition by the agreed upon date, the group's original check shall be voided and returned to the representative of the community group returning the equipment. Thus, the group will have had the use of the equipment at only the cost of a voided check, yet the Public Communications Service runs no risk of equipment loss.

The cost of insuring the equipment against theft, fire, etc., and the cost of maintaining maintenance contracts on all such pooled equipment shall be born by the Public Communications Service. (See budget narrative). The

Rochester Public Library also has limited types and amount of communications equipment available for loan under its own procedures. The Public Communications Service Director shall have multiple copies of guides to this service on hand at all times, and advise community groups that participate in Public Communications Service programming of the availability of both Public Communications Service equipment and that loaned through the library.

Appendix H

Materials Credit Insignia: The Public Communications Service shall request (but not require) that all pieces of communications developed under the auspices of Public Communications Service bear an insignia, "Urbanarium-Public Communications Service" using this as one means of letting persons in the community know of the availability of the program. HEW insignia could also be included with the above, if you so designate.

Appendix I Communications Program Request Sheet

PCS

Public Communications Service

The Urbanarium

1 Lomb Memorial Drive

Rochester, New York 14623

Contact: James Speegle
464-2938

Date of Request _____

1. Organization's name _____

2. Organization's purpose _____

3. Organization's Constituency:

a. Age range _____

b. Average economic level _____

c. Size _____

d. Location _____

4. What type of communications piece is your organization interested in developing along with the Public Communications Service of the Urbanarium?

Please indicate your organization's need(s).

a. brochure _____

b. poster _____

c. pamphlet _____

d. bus sign _____

e. newsletter _____

f. survey _____

g. exhibit _____

h. multi/media _____

i. photography _____

j. identity program (an identity program includes a symbol, letterhead, business cards, etc. A coordinated graphic program for your organization _____)

5. To which part of your constituency will this communications piece be directed?

FCS

2

6. What is the objective of the communications piece?

a. To communicate information about the organization in general?

b. To examine and clarify specific issues?

c. To increase membership?

d. Other

7. Number of printed pieces need? _____

8. Production budget? (Amount allocated to the printing of the pieces?) _____

9. When are the finished pieces needed? _____

10. Please enclose any recently printed material for your organization.

11. Please include, on a separate sheet of paper, a brief history of your organization. (i.e. 2 paragraphs)

Person to contact:

Name: _____

Address: _____

Phone: business _____ home _____

Position in the organization _____

Appendix I Equipment Loan Sheet

PCS

Public Communications Service

The Urbanarium

1 Lomb Memorial Drive

Rochester, New York 14623

Date of Loan _____

Equipment loan sheet.

Organization _____

Address _____

Phone _____

Organization representative _____

Pieces of equipment loaned:

Date to be returned: _____

Amount of check deposited with PCS director _____

Organization representative _____ PCS director

Date equipment is returned _____

Condition of equipment: _____

Amount of deposit returned. _____

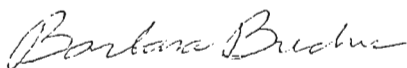
Organization representative _____ PCS director

Appendix J

May 10, 1974

To: Mr. Stanley Skinner
Re: Public Communications Service Unit

From a student's point of view, the Public Communications Service Unit would add a new dimension to a designer's educational experience. I feel an important part of the educational process, of the graphic designer, should include field work as well as classroom theory and experimentation. A student must learn how to deal with the people for whom he will work, as well as being competent in his knowledge of design. This program will give the student a chance to experience a professional client/designer relationship before leaving the academic environment, and will hopefully make his transition into the "real world" a bit easier.



Barbara Brecher
Graduate Student
Communication Design
Rochester Institute of Technology



College of Fine and Applied Arts
Rochester Institute of Technology

1 Lomb Memorial Drive
Rochester, New York 14623

Date: May 10, 1974

Memo to: Mr. Stanley Skinner
Community/Administrator
Urbanarium
Rochester Institute of Technology

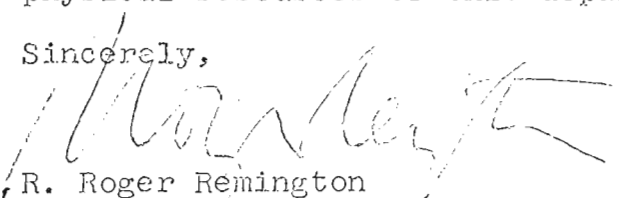
Subject: Public Service Communications Program

Having been deeply involved in the planning for the Urbanarium, and being aware of the potential for this project, I am most supportive of the realization of the Public Service Communications Program.

This effort will afford benefits of a significant educational nature to citizen participants and particularly, from my vantage point, to my undergraduate and graduate students in Communication Design. It will be a realistic field-training laboratory for students of graphic design and impact upon the community not only with the implementation of more effective citizen communications but by an elevation of the quality of design in our local environment.

I will support this program to the greatest extent possible in utilizing the human and physical resources of this department.

Sincerely,


R. Roger Remington
Chairman

EVALUATION ACTIVITIES IN CONNECTION WITH OPERATION OF THE URBANARIUM

Given the unique character of the Urbanarium and the desire to develop it as a potential model for widespread replication, assessment of its programs, functions and objectives is a sine qua non of its operations. During the operational planning period, under the guidance of Joseph G. Colmen, Ph.D., a companion plan for evaluation was constructed. As a basis for conceptualizing the evaluation component, a series of discussions was held with both the Steering Committee and the staff, on the identity, goals and objectives the Urbanarium was intended to represent as well as on the general processes or strategies by which they would be achieved. The consensus of these successive iterations, adopted after lively questioning and critiqueing, became the working concepts and criteria for evaluation of the effectiveness of the Urbanarium. (See end of this Section for copy).

It should be noted that these statements represent expectations and early agreement of those intimately concerned with the success of the Urbanarium. While the basic identity and overall goals are less likely to shift, the more proximate objectives and processes may undergo change as events and experience dictate. This does not weaken the utility of the statements; rather it strengthens the program planning process to assure that desired outcomes are at least initially addressed. Furthermore, it provides a set of general standards against which need for change can be assessed.

Purposes of Evaluation

Evaluation in connection with the Urbanarium has been viewed as serving a number of purposes. First, it introduces a questioning attitude to all

phases of decision making, and reduces the weight given to intuition or anecdotal experience. For example, the question "To what end" requires that program goals and objectives be clearly identified and related to overall Urbanarium goals and objectives. "How do I know" assures that processes are assessed for effectiveness and even efficiency. "Why this approach" points to cost-effectiveness analysis. "Will it work" requires that outcomes be measured.

Second, evaluation is an integral part of a management planning system. This demands that decisions on program selection and construction and accompanying resource allocations should be based on continuous feedback data that indicate where the Urbanarium is or is not on target in reaching its objectives. These data become, in effect, a self-correcting mechanism for maximum organizational effectiveness.

Levels of Evaluation

Evaluation will be accomplished in a hierarchy of levels:

- Program or project evaluation. For each program or project undertaken by the Urbanarium, a set of objectives will be identified. These will have been related to the Urbanarium's overall goals and objectives and will be evaluated in terms of both process and outcome. This will answer the question: To what extent is each project accomplishing its own specific objectives?
- Process evaluation. Strategies for accomplishing both project and overall Urbanarium objectives will be developed to answer the question: How effective and efficient are processes employed to accomplish the goals and objectives?
- Outcome evaluation. Measurements will be taken of the degree of achievement of the Urbanarium's overall objectives. This will answer the questions: Is the Urbanarium effectively on target in moving toward its desired aims? What are the gains resulting from the Urbanarium?
- Model evaluation. Procedures will be developed for documenting the Urbanarium experience. This will answer the question:

To what extent should Urbanarium effort be adjusted to facilitate its replicability in other communities?

From this general framework, it is evident that evaluation is seen less importantly as a means of arriving at a single, overall value function for the Urbanarium than as a way of providing continuous feedback to the system so that means for achieving objectives can be sharpened and end results most assuredly achieved.

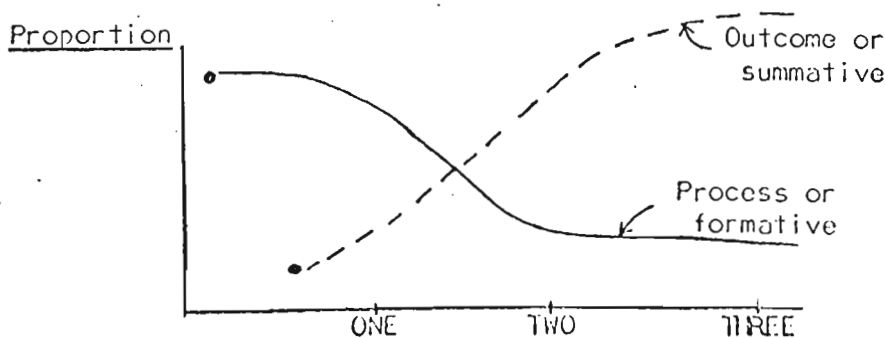
Outcome and Process Evaluation

The matter of ends and means deserves further differentiation. Of most importance to an organization is that its hoped-for end results will be achieved. This is perhaps most obvious in a commercial enterprise where one important end result is profit. Measurement of profit is a relatively simple device for judging the output of the organization, yet even this may be complicated by such variables as level of quality of the product or service rendered or by social and community (not necessarily profitable) activities of the company. In the case of the Urbanarium, its end-results are delineated in the statement of overall objectives. While these statements lend themselves to a lesser degree to objective measurement than a dollar-and-cents criterion like profit, the most reliable approximations possible for measuring the Urbanarium's outcomes will be developed.

Before end-results can be measured, however, there must be in place a relatively stable series of processes and programs for achieving those desired end results. Using the analogy of a manufactured product such as the automobile, for example, before one could have tested the performance of the Model-T, the best components would have to have been developed. Thus, the most efficient engine, transmission and body were designed and assembled before mileage factors, speed and safety could be measured. In the Urbanarium

analogy, it may be a matter of months before the components themselves are sufficiently refined to be accepted as stable. What are the best formats, timing, publicity, etc. for a seminar? Which mechanisms are most effective in gaining broad representation at meetings dealing with problem identification? Where are the best locations for Urbanarium activities in terms of getting maximum community participation? Until these and a host of other questions are answered, the situation may be too fluid to initiate measurements of end-results.

The implication of the distinction between means and ends is, particularly for a new organization, a matter of timing. It suggests that emphasis in the initial stage, at least, should be placed on process, or what is referred to technically as "formative" evaluation. While achievement of end results will exist always in the minds of planners, taking of precise measurements might be left until such time as the stability and quality of the processes and strategies are fairly well assured. Just as attention is not denied the end-result, or technically, the "summative" evaluation at the outset, neither should it be anticipated that processes will remain rigidly in place for the duration of the Urbanarium's life. Changing conditions, new objectives and demands, and experience itself will require that existing processes be refined or that new processes be introduced as time goes on. The following figure depicts the likely balance between outcome and process evaluation



The foregoing figure suggests that it may well not be for six months that serious attempts to measure outcomes can be started. Until that time major emphasis will probably be given to developing and evaluating the process and project effort to arrive at the system which satisfies the largest number of demands for quality, efficiency and relevance. The balance may be seen to shift, probably around the end of the first year, toward greater evaluation emphasis on outcome and less on process.

Objectivity of Measurement

A note on objectivity in the matter of evaluation. In the interest of lending weight to evaluation evidence, specialists seek the greatest degree of objectivity in their measures. Objective measures do hold greater promise of reliability, that is, that the same results will obtain upon repeated measurement. On the other hand, the state-of-the-art in measurement varies considerably with the function being measured. For example, many aptitude tests can be constructed so that they are both reliable and valid, i. e., they measure what they are intended to measure. At the same time, personality tests tend to suffer in both respects. Objectivity is of course a desirable feature but not if it yields measures of only insignificant variables.

The evaluation effort associated with the Urbanarium, therefore, will avoid the frequently found error of bending program decisions and choice of objectives simply so that highly objective measures can be used. For the Urbanarium, the burden will be placed on the creative skills of the evaluation specialists to find or develop the "best" measures of what are given as its important purposes. Thus, a highly subjective rating may be the best measure of satisfaction of participants with Urbanarium efforts.

Instead of sacrificing satisfaction as a desired outcome because it only lends itself to subjective measurement, every effort will be made to build a rating system or questionnaire survey device so that it is maximally reliable while fully relevant to the purposes to which it will be applied.

Control Group

In the ideal evaluation research design, identification of a control group is desired. A control group should be a population and environment identical with that to which the experiment (in this case Urbanarium) will be compared. Differences between the two should be zero at the outset but significant at the conclusion, the difference attributable to the experimental treatment. In the case of the Urbanarium, it has been concluded that a true control cannot be identified. There is no community sufficiently comparable with Rochester to be truly classified as a control. Even if there were, the costs of obtaining measurements identical with those projected for the Urbanarium-Rochester metropolitan area would be prohibitive. Outcome evaluation of the Urbanarium will be based largely, therefore, on a design calling for pre-post measurements, the assumption being made that the Urbanarium, and not other factors, is in fact the condition responsible for producing whatever measured changes are found.

Baseline Measurement

As part of the process for developing the evaluation plan, Urbanarium staff were asked, for each objective, to respond to the following series of evaluation-related questions.

- What would constitute indicators of success for that objective?
- What is the present or baseline evidence of need for that objective?
- What would be expected levels of accomplishments for each of three successive years for that objective?
- What might be likely measures for assessing achievement for that objective, and what might be the appropriate sources of information for that assessment?
- What side benefits might be realized while achieving that objective? Repercussions?
- What are the major tasks to be performed in accomplishing that objective and what might be questions about these tasks that must be answered satisfactorily before the process represented by these tasks can be considered stable and acceptable?

From the responses to the appropriate points, an initial series of outcome measures was projected, to be used both to capture baseline status and later progress toward achievement of objectives.

Measurement of achievement must be interpreted against a starting point.

It is not enough to say, for example, that three years after the Urbanarium has initiated its activities, there exist in the academic institutions three new interdisciplinary programs directed at metropolitan issues.

This has meaning only if it can be compared with conditions immediately before the Urbanarium began to operate. If there were three or more programs with similar characteristics in advance of the Urbanarium, one cannot conclude that desired change had occurred in any quantitative sense; it may be that a qualitative improvement had occurred, but even then, a prior measure would have to have been acquired in order to confirm that statement.

Earliest steps will be taken, therefore, to determine and develop the measures needed for pre-post comparisons of each objective and to obtain those measures before the Urbanarium's operating can have had an effect. If not accomplished in advance, the chances of demonstrating change over time are obviously diminished.

Accordingly, data on at least the following variables will be collected within the first weeks and months of the Urbanarium:

- Objective 1. Catalogue and count existing methods by which the community expresses its needs and concerns. Use experience from the past two or three years, if it can be retrieved. Develop a scale for obtaining ratings from a range of community, business, academic and agency representatives on such variables as satisfaction with the availability of those methods, their awareness of them, the breadth of representation at them, the leadership, the adequacy of voice given to all segments of the community, magnitude of attendance, etc.
- Objective 2. Set up a record system for documenting instances of innovative learning formats developed. For each, verify that it did not exist, or existed in specified different ways, prior to introduction of the Urbanarium. Define likely benefits to educational institutions and measure existing magnitude of those "benefits". For example, if larger community enrollment in specified programs is an intended benefit, what is the size and character of present enrollment? Obtain faculty and student views, via sample survey questionnaire or interview of their attitudes, concerns and hopes for the Urbanarium for comparison with later responses to see if and how enthusiasm grows. Keep records of amount and character of faculty and student participation, as learners and as teachers and as actors in metropolitan affairs. Obtain community view of the importance of local academic institutions to the community, as educators, as assisters in problem identification and solution, etc. Assess present status of faculty and student knowledge, understanding and competence in dealing with metropolitan affairs.
- Objective 3. Inventory existing opportunities, on and off-campus for education of community members, especially as related to problems of a metropolitan nature, together with the magnitude and character of participation in them both as learners, teachers and actors. Assess present status of knowledge, understanding and competence of community members in dealing with metropolitan affairs.

- Objective 4. Count number of new needs not previously identified as requiring educational and/or action effort. Describe breadth and appropriateness of involvement in determining each need. Survey present community satisfaction with assistance available for identifying needs; with breadth of participation in needs determination; with substantive nature of the needs selected and the priority given them.
- Objective 5. Describe information and data now available to the community on problems, status and needs of the Rochester metropolitan area, as well as its accessibility and intelligibility to those who would wish to use it. Assess awareness and use made of the existing information base. Survey community's awareness and satisfaction with existing information base. Describe degree of fragmentation of existing data and problems in integrating it, and judge the quality of data available as it aids in addressing local needs.
- Objective 6. Count and describe existing mechanisms for cooperation and interaction between and among the various groups and interests of the community and the magnitude and character of participation in them. Ascertain their effectiveness in helping to reach acceptable and successful conclusions for addressing needs and problems. Determine awareness of the opportunities presented by the existing mechanisms and the satisfaction of the various groups with accessibility, relevance and value of the mechanisms in helping to provide better communication between groups and in aiding learning and problem solving by participants.
- Objective 7. Count and describe the processes available for community education for problem or need identification, working of the political process, exploration of options and solution of problems. Judge accessibility to the varied segments of the community. Survey satisfaction with their availability, content and value in meeting the purposes for which they were established. Measure participation in existing approaches and their effectiveness in developing skills in problem solving. Measure the degree of positiveness of feeling that problems, once identified, can be solved, and particularly can be better solved through the processes to become available to the varied constituencies of the community.
- Objective 8. Describe and count present interdisciplinary approaches that might relate to identification and solution of problems of a metropolitan nature. Judge the appropriateness of inclusion and exclusion of disciplines or professions. Judge the effectiveness or difficulties such existing teams experience in working together, including the quality of their effort, compared with what might have been produced by a unitary discipline or profession. Are the problems really ones that require the combinations of knowledges for a better analysis and solution?
- Objective 9-11. Evaluation, public information and continued funding all begin with day one of the Urbanarium. Although there has been some early effort in all three areas, they represent part of the pro-operational planning effort. All three areas can be judged, therefore, as to progress from stage zero.

The foregoing suggested baseline measures, as noted earlier, represent starting points for judging later progress toward achievement of objectives. These were generated in large measure by an exceedingly high quality of staff input. It becomes evident that measures for assessing later achievement are taken as extensions in time of the identical baseline measures. The "score" differences between baseline measures and Urbanarium post-operational measures becomes the gain that may be attributable to the effects of the Urbanarium's activities.

Outcome Evaluation Instruments

The first priority task confronting the operational phase of evaluation will be construction of outcome evaluation instruments for acquiring baseline measures. Summarizing the projected information needs for assessing achievement for each objective, the following instruments are anticipated:

- Questionnaire or interview surveys of faculty, students, organizations and citizen groups.
- A system for recording information by the Urbanarium.
- Minutes of Steering Committee and Task Forces.
- Scores derived from simulation and gaming exercises.
- Ratings of achievement of seminars and other processes.
- Accreditation reports (if conducted within proper time frame).
- Documentation of critical meetings.
- Clipping sources and media coverage.
- Accounting data.
- A "Social Energy" measure: time citizens have left over to devote to Urbanarium activities.
- Descriptive accounts of specified, related, existing activities in the Rochester metropolitan area.

Process Evaluation

Early attention will be devoted to designing evaluation schema of processes selected to achieve the Urbanarium's objectives. If, for example, seminars are to be used; if specified invitational methods are to be used to attract sizeable numbers of participants; if certain loci for Urbanarium activity are projected; if any of a number of questions directed at assuring that the processes themselves are effective; then tests of the effectiveness of the various approaches for each are desired. From these data, decisions as to the "best" processes will be made. It will be with these decisions that outcome measurement of objectives can be initiated.

Some of the process questions to be examined have already been identified in the anticipatory planning of the Urbanarium staff. Others will be added in early and subsequent meetings with process decision makers. Designs for collecting data to answer these questions will be developed on a time frame of demand for answers to those questions.

As an example of a process question, this related to Objective 4, "Are the procedures used for need identification efficient?" One way to address this question might be to relate costs to results. Another might be to attempt to get needs information by training persons in blocks or census tracts as opposed to use of faculty personnel only. If these two approaches were tried in experimentally selected sample areas, the results might be compared as to quality, to time and to cost of obtaining the data. Such a study might be conducted before decisions are made to obtain second-generation needs information from the community.

Similar analyses would be accomplished for all other process questions.

Program Issue Evaluation

Evaluation will be introduced as a significant element in program issues selected by the Urbanarium. The Urbanarium Program Process Model postulates six steps at which evaluation will be a prominent factor, as follows:

- in statement of program specifications.
- in the statement of the program plan.
- in description of the best cost effective alternative.
- in tested program evaluation.
- in re-tested program evaluation.
- in evaluation statement at end of program development stage.

In each case, selection of program issues will be tested against the Urbanarium's major objectives to be sure that all such efforts will have high impact on its broader purposes.

Evaluation of Urbanarium as a Model for Replication

One of the major goals cited for the Urbanarium is "to develop effective models for other parts of the country." To accomplish this goal, conscious effort is required as the Urbanarium develops and grows. Considerations of informing other publics, dissemination of findings, technical assistance and others may be important. It may be necessary to go beyond these more obvious steps, however, in order to be able to judge the efficacy of the Urbanarium as a replicable model.

When a community contemplates adoption or adaptation of a social experiment as complex as the Urbanarium, it must take into account more than simply the achievement of the model's objectives and goals. It must be attuned to broad political, economic, sociological and ethical factors which

affect acceptance and set a foundation for its success. To be able to pre-judge the potential of an Urbanarium for a community, therefore, it is necessary to be able to relate their own experiences with those of the "model" community, Rochester. It has been found that thorough documentation of this experience by the "model" with its barriers and facilitators provides the data for making assumptions about its likely success by the "adopting" community.

Documentation of major events affecting start-up and operation of the Urbanarium becomes a tool permitting these kinds of judgments to be made. Important meetings should be documented, not simply as minutes of what transpired, but with attention to "hidden" agendas; power struggles; financial difficulties; political barriers and facilitators; how problems were overcome, the kinds of compromises that had to be made, by what groups and why; and the like. Individuals sensitive to these nuances are required as documenters. The resulting record thus will contain not only the facts of what is happening or what is said, but informed perceptions as well.

The resulting document will serve not only to help other communities judge better whether or not to replicate the Urbanarium model, but as a base of knowledge not otherwise available on how academic, business, community agency and other groups can achieve the better quality of life for their communities by joining together in programs to elevate their level of civic competence. Criteria for identifying the occasions which should be covered and a format for recording and interpreting them will be prepared. Hopefully, there will be opportunities, using oral history techniques, to recover the same information on important decisions made thus far.

Global Evaluation Questions

At a point somewhat distant in time, two questions of a comprehensive nature will be addressed:

- Taking all objectives together, what is the impact of the Urbanarium on the Rochester metropolitan area? This will probably involve a series of trade-offs of gains versus non-gains, allocated to various segments of the community, i. e., academic, business, local government, etc.
- To what extent has the Urbanarium improved the quality of life of the Rochester metropolitan area. This will probably involve a subjectively weighted summation of gains and non-gains of projects and programs mounted by the Urbanarium.

Time Frame

Year I.

- Months 1 - 3. Construct and pre-test all instruments for collection of baseline measures.
- Months 2 - 6. Collect baseline measurement data.
- Months 1 - 12. Design studies to evaluate process. Develop instruments, collect data and analyze results.
- Months 3 - 12. Design program or project evaluation schema, following Urbanarium Program Process Model.
- Months 1 - 3. Orient faculty, students and others who will be engaged in various aspects of evaluation.
- Months 1 - 2. Create documentation capability for "model" evaluation.
- Months 3 - 12. Continue documentation for "model" evaluation.

Years II and III.

As required, evaluation instruments will be developed or revised to match changes in goals or objectives or to meet needs of new programs, projects or processes. Designs for evaluation of new ventures will be obtained. Interim and final outcome measures will be obtained, analyzed and interpreted.

Budget for Year One

The Urbanarium extends a serious commitment to assessing the magnitude of achievement of its goals and objectives as well as the effectiveness of its procedures for doing so. Both to complement the pattern of broad academic and community participation characteristic of the operational activity of the Urbanarium and to minimize costs, the conduct of evaluation will draw heavily upon locally qualified specialists, mostly but not necessarily exclusively, faculty and students. By opening the doors of the Urbanarium for study and research, it is quite likely that students from Rochester Area Colleges will develop arrangements for work-study, independent study or graduate research on topics affecting evaluation methodology and processes. Additionally, faculty members on released time or serving without compensation will become interested in directing or conducting a portion of the evaluation effort.

Two possible dangers present themselves, however, in depending wholly upon these local contributory sources. First is the probability that any overall design projected in advance will be met in a fragmented, partial way, because of the narrower interests or limited time available to those willing to participate. Assistance is needed to protect the global effort and to be able to recommend trade-offs where absolutely necessary between pragmatic considerations and ideal expectations.

A second danger rests with relying totally upon local participation for evaluation. Since continued Urbanarium funding may depend upon external judgments of success, it is important that local evaluation be given assurances of maximal objectivity. An external audit provided at critical points along the evaluation can lend assurances that the results obtained followed professional standards of excellence and objectivity.

To accomplish these aims, Education and Public Affairs, an experienced policy research organization concerned both with academic and urban affairs, will be retained to conduct the following tasks:

- Conduct orientation for all persons assigned to evaluation tasks in the general nature and technical aspects of evaluation methodology.
- Critique and advise on locally prepared designs for evaluation of individual projects or programs; specific processes for meeting broader Urbanarium objectives; and the achievement of those objectives themselves.
- Critique and advise on approaches to development of instruments for measuring progress and achievement; methods for collecting data; sampling and data analysis techniques; and appropriateness of conclusions reached from the data.
- Assist in formulating a documentation procedure for projecting the Urbanarium as a model for dissemination to other locations.
- Review and critique interim reports on evaluation.

Budget for Evaluation

Local evaluation activity would be conducted by faculty, students, or members of organizations or agencies in the community. Much of this effort would be solicited without cost to the Urbanarium, through such mechanisms as the following:

- Student research, work study or independent study.
- Faculty voluntary assistance.
- Loans of qualified personnel from organizations and agencies in the community.

Limited funds would be allocated to payment for released time of especially qualified faculty or others who might not otherwise be available.

A sum of \$15,215 is to be set aside for the consulting services of Education and Public Affairs, as specified in the Work Statement above. This amount is to include up to 34 days of professional services, of which 24 days will be those of the President, Joseph G. Colmen, Ph.D., required clerical services, travel, duplication and communications costs, and the fringe benefit and overhead costs of the corporation.

Stanley E. Skinner, Jr.
511 Melville Street
Rochester, New York 14609
482-2122

Educational Background: Birth date: March 12, 1944

-Dryden Central School. Dryden, New York 1949-1961

-Syracuse University, Syracuse, New York 1961-1965

Graduated with BA, '65, major in sociology
with emphasis in architecture and urban
planning.

-Colgate Rochester Divinity School, Roch. 1965-1968

Graduated with BD, '68, with field
work in community organization and
ordination in the United Church of
Christ in May, 1968.

Work Experience:

-Pastor of four small rural churches in each
of the summers following undergraduate edu-
cation.

-Director of the Rochester Area Council of
Churches Work-Study Seminar for college
students, summer of 1966.

-Field work in Divinity School with the
Edgerton Area Neighborhood Association and
with the WEDGE organization, 1967 & 68.

Current Work:

-Staff Coordinator, with North East Area 1969-1974
Development, Inc. (NEAD), Rochester, N.Y.

-Work responsibilities over the past five
years have included:

- staff supervision
- neighborhood organizing around issues
- staff work for officers and board members
- administration
- fund raising and finances
- leadership training
- working with organizational liaisons
- research (ie, zoning and housing law)

- program related organizing for health center development (now North East Community Services, Inc.)
- program related organizing for an economic development corporation, not yet formed as subsidiary corporation.
- lecturing in area colleges on community organization and related fields.
- logistics arrangements for large public events. (Conferences, Convention, festivals)
- consulting on strategy development with committees and task forces. (Incinerator, Tryon Pk.)
- coordination of volunteers
- developed recreation programs (mostly summer short term, one year around)
- worked to form small business associations, and on an industrial retention effort.
- did development work for community newspaper (now only a newsletter for lack of money)
- initial efforts at neighborhood-based land use planning (now spun-off into full-time staff position in its own right).
- limited participation in promotion of ecumenical church work among neighborhood churches
- consulting with other citizen's organizations who, for the most part, lacked full-time organizing staff.
- fill-in work as needed, from clerical to boiler repair.

Work-related Involvements:

- Neighborhood Issues Committee, Monroe County Democratic Party
- Public Policy Task Force, National Center for Urban Ethnic Affairs, U.S. Catholic Conference
- Consultant to Executive Committee, Federation for Neighborhood Services.
- Social Action Committee, Genesee Valley Assoc., United Church of Christ.
- Board of Directors, Center for Community Issues Research, Inc.
- Missional Life Board, Christ Presbyterian Church and unpaid associate pastor there (occasional preaching, etc.)
- Member of Common Cause, New Populist Action, etc.
- consulting work with GEM Urban Education Task Force, and Public Defender Coalition.
- Member, Better Education Today (BET)

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APPENDIX III

pcs

pcs

pcs

pcs

pcs

pcs

pcs

-30-

APPENDIX IV

pcs

pcs

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pcs

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-32-

APPENDIX V



An Urbanarium program
to assist community groups
with improved communications



An Urbanarium program
to assist community groups
with improved communications



An Urbanarium program
to assist community groups
with improved communications



An Urbanarium program
to assist community groups
with improved communications



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with improved communications



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An Urbanarium program
to assist community groups
with improved communications



An Urbanarium program ✓
to assist community groups
with improved communications



An Urbanarium program
to assist community groups
with improved communications

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APPENDIX VI

The streets of N.Y. VS. The west side youth center.

The war is still going on.
The streets of New York
are slowly killing many of its youth.
The West Side Youth Center is fighting back
with sports, games, group discussions, arts and crafts,
encounter groups, field trips, films or
just someone to talk with.
There's a lot of opportunity for you in New York City
but you won't find it in the streets.
Like any place else we need your support.
Donations of basketballs, paints, brushes, plastics, crayons
and the like may not be all that are needed to improve the west side,
but they can sure help a helluva lot.

The West Side Youth Center
112 W. 88th Street, New York City 10034 Phone 362-8408

pcs

An Urbanarium program
to assist community groups
with improved communications

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APPENDIX VII

Let the World
into Your Life



APPENDIX VIII



An Urbanarium program
to assist community groups
with improved communications

Public Communications Service
1 Lomb Memorial Drive
Rochester, New York 14623

(716) 464-2938

Equipment Loan Form

Please complete and return
this form to the PCS Director

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APPENDIX IX

Public Communication Service

Organization: ROCHESTER ASS. FOR UNITED NATIONS

Organization's Purpose: SUPPORT U.N. - INTERNATIONAL UNDERSTANDING

Constituency:

Age Group: HIGH SCHOOL - MATURE ADULTS

Economic Level: all

Size: 2500 - 3000 MEMBERS

Location: ROCHESTER AREA + SUBURBS

HAS YOUR ORGANIZATION EVER GIVEN CONSIDERATION TO AN OVERALL COMMUNICATIONS PROGRAM? yes

To which part of the constituency is this communications piece directed? (Brochure)
ENTIRE MEMBERSHIP and outreach to all inhabitants

Objective of the communications piece?

Communicating information about the organization in general? yes.

Membership Drive

Examining and clarifying specific issues? no

Membership drive? yes

Other?

	<u>Now</u>	<u>Later</u>	<u>Will Consider</u>	<u>Need more int.</u>
Methodology			✓	
Brochure	✓			
Poster	✓			
Pamphlet			✓	
Bus Sign				
News letter	✓		✓	
Survey		✓		
Other - eq. set-up		✓		
Exhibit		✓		✓
Multi-media		✓		
Slide/tape		✓		
Photography		✓		
Letter head		✓		
Other:				

Identity -
Logo
symbol

Deadlines:

When is the finished product needed?

July 1, 1974

Budget:

Amount allocated to the production of the piece.

approximately \$500.

Amount needed: 500.0

Person to Contact:

Name: Norma Salz

Address: RAVN Chamber of Commerce Bldg - St. Paul 14604

Phone: 232-1080

Position in the Organization: Executive Director